

Regular Meeting
Tuesday, May 6, 2025 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - Teacher Appreciation Week (Resolution 7100) Vote - Public comment accepted
3. 6:15 pm - Asian American And Pacific Islander Heritage Month (Resolution 7101) Vote - Public comment accepted
4. 6:25 pm - Superintendent's Report
5. 6:35 pm - Student Representative's Report
6. 6:40 pm - Student Comment
7. 6:55 pm - Public Comment
8. 7:10 pm - Comments from our Union Partners
9. 7:20 pm - Board Committee and Conference Reports
10. 7:30 pm - Community Budget Review Committee Presents their 2025-26 Proposed Budget Report and Board Budget Discussion
11. 8:30 pm - Bond Update
 - 11.(a) Urgent Need for Seismic Retrofitting of High-Risk School Buildings (Resolution 7109) Vote - Public comment accepted
 - 11.(b) Resolution to Affirm the Board of Education's Commitment to Track and Report Findings, Public Engagement and Recommendation of Seismic Upgrades through the School Facilities Improvement and Operations Committee (Resolution 7110) Vote - Public comment accepted
12. 8:45 pm - Resolution Approving the Minimum Criteria for the Property Search and Analysis to Relocate from the Dr. Matthew Prophet Education Center (Resolution 7103) Vote - Public comment accepted
13. 9:15 pm - Resolution to Approve the Formula for Distribution of Funding to Individual Schools Administered by the Fund for PPS (Resolution 7102) Vote - Public comment accepted
14. 9:25 pm - Second Reading of a Policy: Ethics and Conflicts of Interests Policy 5.10.066-P (Resolution 7104) Vote - Public comment accepted
15. 9:30 pm - Proposed 2025-26 Board Meeting Calendar
16. 9:40 pm - Consent Agenda: Resolutions 7106 through 7108 Vote- Public Comment Accepted
 - 16.(a) Resolution 7105 - Adoption of the Minutes
 - 16.(b) Resolution 7106 - Expenditure Contracts
 - 16.(c) Resolution 7107 - Revenue Contracts
 - 16.(d) Resolution 7108 - Authorizing Off-campus Activities
17. 9:45 pm - Other Business / Committee Referrals
18. 9:50 pm - Adjourn

RESOLUTION No. 7100

Resolution to Recognize Teacher and Administrator Appreciation Week of May 5, 2025

RECITALS

- A. Over 3,900 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare over 40,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.
- B. The Board of Education recognizes and appreciates the ongoing dedication of our administrators and educators, whose commitment to excellence ensures a high-quality education for all students within Portland Public Schools.
- C. Each day, Portland Public Schools administrators and educators inspire students by delivering rigorous, authentic curriculum and instruction, along with personalized learning experiences that are relevant to students' lives, ignite their creativity, and empower them to reach their fullest potential.
- D. On a daily basis, administrators and educators build strong relationships with students and families, fostering teamwork and collaboration that supports students as active, engaged learners both in school and at home.
- E. Administrators and educators consistently work together to strengthen their teaching practices, ensuring that they meet each student's unique learning needs and styles.
- F. Administrators and educators extend their efforts beyond the classroom by developing meaningful partnerships with community organizations to create dynamic and enriching learning environments.
- G. Our educators and administrators go beyond academic instruction, providing essential social and emotional learning, mental health support, and holistic care to nurture the whole child.
- H. Daily, educators and administrators support students in embodying the attributes outlined in the Graduate Portrait, while modeling the skills, knowledge, and mindset outlined in our Educator Essentials.

RESOLUTION

- 1. The Portland Public Schools Board of Education declares the week of May 5, 2025, Educator and Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.
- 2. Be it further resolved that the Board encourages the Portland Public Schools community to join in honoring Professional Educators and Administrators for their positive impact on our students and our community.



Years of Service Awards

The Portland Public Schools Board of Education would like to recognize, congratulate, and extend appreciation to all of the following employees for their devoted service to the students, families, and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. From **July 1, 2024 through June 30, 2025**, years of service are honored in five-year increments ranging from five years to forty-five years. All service award recipients will receive a lanyard signifying their years of service.

Thirty Years

Andrea Porter-Lopez, Principal-Elementary School, Woodlawn PK-5

Twenty-Five Years

Ben Keller, Assistant Principal-Middle School, West Sylvan MS

Kerri West, Vice Principal, McDaniel HS

Melissa Lim, Academic Programs Administrator-Learning Technologies, Information Technology

Michael Nolan, Academic Programs Administrator, Athletics

Twenty Years

Celina Garrido, Assistant Principal-K-8 School, Faubion PK-8

Maude Lamont, Vice Principal, Lincoln HS

Fifteen Years

Alma Velazquez, Principal-Elementary School, Lee K-5

Angela Dillingham, Principal-Special Programs, Pioneer School

Diana Collins, Principal-Elementary School, Llewellyn K-5



Years of Service Awards

Ten Years

- Andrew Johnson, Principal-Elementary School, Ainsworth K-5
- Anjene Bryant, Assistant Director-LA & SS, Middle Grades Core Academics
- Carlos Galindo, Principal-Elementary School, Stephenson K-5
- Isaac Cardona, Senior Director of Schools, Office of School Performance
- James McGee, Principal-High School, Grant HS
- Katherine Hu, Principal-Elementary School, Bridlemile K-5
- Kellie Sauer, Academic Programs Administrator, Athletics
- Liz Mahlum, Vice Principal, Roosevelt HS
- Maria Roma Freeman, Assistant Principal-Elementary School, Boise-Eliot K-5
- Marquita Guzman, Assistant Director-Student Services, Student Services
- Michael Diltz, Principal-Elementary School, Sabin K-5
- Nancy Pierce, Assistant Principal-Middle School, Hosford MS
- Philip Rafferty, Principal-K-8 School, Skyline K-8

Five Years

- Alyson Brant, Principal-K-8 School, Laurelhurst K-8
- Christopher Brida, Director-CTE & AP/IB, College and Career Readiness
- Crystal Gassert, Principal-K-8 School, Odyssey K-8
- Cynthia Kieffer, Principal-Elementary School-Temporary, Lent K-5
- Elise Huggins, Vice Principal-Special Program, Reconnect Ctr @hayu aLqi uyxat



Years of Service Awards

Esther Omogbehin, Assist Supt -School Improvement & Community Engagement, Office of School Performance

Gabriel Corona, Assistant Principal-Elementary, Hayhurst K-5

Jennifer Anderson, Academic Programs Administrator, 9-12 Grade Core Academics

Jill Altman, Vice Principal, Ida B Wells-Barnett HS

Jill Liddle, Principal-Middle School, Hosford MS

Kathryn Galloway, Principal-Elementary School, Maplewood K-5

Morgan Hallabrin, Assistant Director-LA & SS, 9-12 Grade Core Academics

Olgamar Amor, Principal-Elementary School, Lent K-5

Shannon Wardrop, Assistant Principal-Special Programs, Pioneer School

Tara Bourland, Principal-Elementary School, Clark K-5

Zulema Naegele, Principal-High School, Franklin HS



Years of Service Awards

The Portland Public Schools Board of Education would like to recognize, congratulate, and extend appreciation to all of the following employees for their devoted service to the students, families, and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. From **July 1, 2024 through June 30, 2025**, years of service are honored in five-year increments ranging from five years to forty-five years. All service award recipients will receive a lanyard signifying their years of service.

Forty-Five Years

Darrell Moore, Teacher-PE, Franklin HS

Thirty-Five Years

Leesa Ferguson, Teacher-Elementary, Chief Joseph K-5

Thirty Years

Alla Shore, Teacher-ESL, Rigler K-5

Chris Lane, Teacher-LA, Grant HS

David Trotter, Teacher-Advanced Math, Cleveland HS

Donna Harris-Wastradowski, Teacher-ESL, Lane MS

Elizabeth Mayer, Teacher-Special Education, Roseway Heights MS

Eric Hartmann, Teacher-Elementary, Abernethy K-5

Eriko Mogi, Teacher-Elementary-Japanese Immersion, Richmond PK-5

Ethan Medley, Teacher-Physics, Grant HS

Gail Younie, Teacher-Elementary, Capitol Hill K-5

Heather Boyd, Teacher-Librarian, Duniway K-5

James McNeely, Teacher-Advanced Math, Cleveland HS



Years of Service Awards

June Ruiz Riehl, Teacher-ESL, Clark K-5

Kathleen Diamond, Teacher-LA, Ida B Wells-Barnett HS

Margaret Walker-Byrne, Teacher-Elementary, Lewis K-5

Michele Lanctot, Teacher-PK, Early Learners Kelly Center

Natalia Gunther, Teacher-ESL, Woodmere K-5

Patrick Donahoe, Teacher-PE, Alameda K-5

Sarah McKee, Teacher-Elementary, Lee K-5

Soumountha Bessas, Teacher-ESL, James John K-5

Wendy Siri, Teacher-Elementary, Abernethy K-5

Twenty-Five Years

Alison Lanigan, Teacher-High School, Alliance High School

Allyson Maynard, School Psychologist, Special Education

Ann Button, Teacher-Elementary, Glencoe K-5

Anna Connors, Instructional Coach, Marysville K-5

Anthony Jamesbarry, Teacher-Music, Lewis K-5

Becky Barone, Speech Language Pathologist, Special Education

Brittanie Brewer, Teacher-K-8, Laurelhurst K-8

Caroline McCulloch, Instructional Coach, Jackson MS

Craig Switalla, Teacher-Special Education, Boise-Eliot K-5

Debbie Keefer, Teacher-Elementary, Forest Park K-5

Dena Sorensen, Teacher-Special Education, Mt. Tabor MS

Dennis Moist, Teacher-Special Education, Special Education



Years of Service Awards

Elisa Wong, Teacher-LA, Franklin HS

Elizabeth Davidson, Teacher-Elementary, Alameda K-5

Eric Johansson, Student Management Specialist, Beaumont MS

Eric Schopmeyer, Teacher-Music, Buckman K-5

Eric Swehla, Teacher-Elementary, Vestal K-5

Ernest Yago, Teacher-Math, Faubion PK-8

Holly Vaughn-Edmonds, Counselor, Kellogg MS

Janice Holstine, Instructional Specialist, Marysville K-5

Jason Margolis, Teacher-Music, Roosevelt HS

Javier Vargas, Teacher-Elementary-Spanish Immersion, Scott K-5

Jennifer Roser, Teacher-SS, Beverly Cleary K-8

Jerry Eaton, Teacher-CTE, hayu aLqi uyxat

Jo Lane, Teacher-Drama, Roosevelt HS

Joanne Havran, Teacher-Elementary, Arleta K-5

John Golden, Teacher-LA, Cleveland HS

Joseph Walker, Teacher-LA, Mt. Tabor MS

Judith Drexler, Teacher-K-8, Astor K-8

Julie Pedersen, Teacher-ESL, Lee K-5

Justin Johnson, TOSA ESL, 9-12 Grade Core Academics

Kathleen Sullivan, Teacher-Math, Mt. Tabor MS

Keri Hughes, Teacher-AVID, Roosevelt HS

Kristin Kjome, Teacher-ESL, Grout K-5

Kristin Knutsen, Teacher-K-8, Beverly Cleary K-8



Years of Service Awards

Kristina Porter, Teacher-K-8, Skyline K-8

Kurt Brucato, Teacher-ESL, Rosa Parks PK-5

Laura Birt, Teacher-ESL, Faubion PK-8

Lillian Ngai, Teacher-ESL, Glencoe K-5

Lionel Clegg, Teacher-Elementary, Woodlawn PK-5

Maggie Raczek, Teacher-Biology, Lincoln HS

Marisol Kreuzer, Teacher-Spanish, Lincoln HS

Mark Halpern, Teacher-LA, Lincoln HS

Martha McArthur, Teacher-Elementary-Spanish Immersion, Atkinson K-5

Maureen Kenny, Teacher-Biology, Lincoln HS

Megan Whisnand, Teacher-Physics, Franklin HS

Megan Young, Teacher-LA, da Vinci Arts MS

Meghan Delwisch, Teacher-Elementary, Woodstock K-5

Melissa Johnson, Teacher-K-8, Cesar Chavez K-8

Michael Williams, Teacher-SS, Grant HS

Michele Potestio, Teacher-SS, Ida B Wells-Barnett HS

Michelle Strobel, Teacher-K-8, Sunnyside Environmental K-8

Nancy Sullivan, Teacher-Librarian, McDaniel HS

Ned Hascall, Teacher-Art, Metropolitan Learning Ctr K-12

Nicole Ansara-Henderson, Teacher-ESL, Rigler K-5

Paula Weidner, Teacher-Elementary, Markham K-5

Phillip Walker, Teacher-LA/SS, Jackson MS

Shannon Wasson, Teacher-LA, da Vinci Arts MS



Years of Service Awards

Shelley Simonsen, Teacher-Elementary, Sabin K-5

Steve Gonzales, Teacher-Dance, Jefferson HS

Theresa Turner, Instructional Coach, Harrison Park MS

Thomas Rehm, Teacher-Drama, Jackson MS

Thu Truong, Teacher-K-8, Laurelhurst K-8

Thuy Nguyen, Teacher-Advanced Math, McDaniel HS

Torrey Bailey, Teacher-Elementary, Alameda K-5

Wendy Wager, Teacher-Elementary, Grout K-5

William Wilson, Teacher-Chemistry, Grant HS

Yen Truong, Teacher-ESL, Rose City Park K-5

Twenty Years

Alexander Dawson, Teacher-PE/Tech, Mt. Tabor MS

Alodie Lopez, Teacher-Art, Winterhaven K-8

Amy Alderman, Teacher-Elementary, Lee K-5

Amy Nunn, Teacher-Elementary, Atkinson K-5

Amy Taramasso, Teacher-CTE, Alliance High School

Anna Sapienza, Teacher-Elementary, Metropolitan Learning Ctr K-12

Anna York, Teacher-CTE, Franklin HS

Ariel Frager, Counselor, Winterhaven K-8

Betsy Shaughnessy, Speech Language Pathologist, Special Education

Brandi Miller, Teacher-K-8, Bridger Creative Science K-8

Brian Fain, Teacher-Biology/Chemistry, Cleveland HS



Years of Service Awards

Bryan Smith, Teacher-Physics, Benson HS

Cathy Parker, Teacher-Academic Intervention, Woodlawn PK-5

Cheri Logan, Teacher-Academic Intervention, Faubion PK-8

Cynthia Morse-Rao, Teacher-Special Education, Hosford MS

Daniel Coffey, Teacher-LA, Jefferson HS

David Burmester, Teacher-CTE, Grant HS

Dawn Roberts, Teacher-Elementary, Buckman K-5

Dina Zadoff, Teacher-Elementary, Woodmere K-5

Donald Rose, Teacher-AVID, Beaumont MS

Drew Laurence, TOSA School Climate, Multi-Tiered System Support

Drew Wilson, Teacher-LA/SS, Jackson MS

Elizabeth Raisman, Teacher-PK, Early Learners Creston Annex

Eric Fass, Teacher-K-8, Sunnyside Environmental K-8

Eric Lofquist, Student Management Specialist, Irvington K-5

Gene Brunak, Teacher-LA, McDaniel HS

Greg Qualey, Teacher-Special Education, Special Education

Heather Casciato, Teacher-Elementary, Boise-Eliot K-5

Hung Trinh, Teacher-Advanced Math, Benson HS

Jacy Morris, Teacher-LA, Tubman MS

Jeffrey Sturges, Teacher-Elementary, Rieke K-5

Jennifer Potegal, Speech Language Pathologist, Special Education

Jennifer Siegel, Teacher-Deaf & Hard of Hearing, Columbia Regional Inclusive Services

Jeremy Dickerson, Teacher-CTE, Roosevelt HS



Years of Service Awards

Jeremy Thomas, Teacher-K-8, Sunnyside Environmental K-8

Jessica Schlosser, Teacher-K-8, Laurelhurst K-8

John Miller, Teacher-Elementary, Markham K-5

John Oppedisano, Teacher-DART-Advanced Math, DART - Kuumba

Joshua Martin, Teacher-Health, Ida B Wells-Barnett HS

Julie Smith, Teacher-Elementary, Rieke K-5

Kate Wright, Teacher-Elementary, Sabin K-5

Kevin Bush, Teacher-Elementary, Chapman K-5

Kimberly Kenyon, Teacher-Academic Intervention, Beach PK-5

Korey Mak, Instructional Specialist, Early Learners Sacajawea Site

Kristin Irwin, School Psychologist, Student Services

Kristina Rothwell, Teacher-K-8, Odyssey K-8

Kumar Sichel, Teacher-Special Education, Roosevelt HS

Leslie Woodhouse, Instructional Specialist, Early Learners Kelly Center

Linda Edington, Teacher-Special Education, Lincoln HS

Lisa Lammert, Instructional Coach, Gray MS

Luz Pita-Zanavich, Speech Language Pathologist, Special Education

Matthew Marchyok, Instructional Coach, Creston K-5

Matthew Strube, Teacher-PK-Spanish Immersion, Early Learners Clarendon

Mercedes Hjorth, Teacher-K-8, Beverly Cleary K-8

Michelle Lamoreaux, Teacher-Deaf & Hard of Hearing, Columbia Regional Inclusive Services

Mike Salmon, Teacher-Spanish, Tubman MS

Nancy Dalla Corte, Teacher-Elementary, Ainsworth K-5



Years of Service Awards

Nguyen Nguyen, Teacher-Advanced Math, Grant HS
Nicole Fig, School Psychologist, Special Education
Rachell Jensen, Teacher-PK, Early Learners Grout K-5
RaeAnn Suckow, Instructional Coach, Mt. Tabor MS
Rich Short, Mentor Teacher-Induction Coach, Teacher Professional Learning
Rose Michels, Teacher-Elementary, Chief Joseph K-5
Saima Goodrich, Teacher-Special Education, Capitol Hill K-5
Sara Beck, Instructional Coach, Maplewood K-5
Sparrow West, Teacher-Art, Richmond PK-5
Steve Geiszler, Teacher-Special Education, Prophet Center
Suzanne Cohen, Teacher-PE/Health, Roosevelt HS
Tessalie Schulte, Instructional Coach, Rieke K-5
Tina Lageson, Teacher-Elementary, Glencoe K-5
Vanessa Crock, Teacher-Biology/Physics, Roosevelt HS

Fifteen Years

Adam Gaede, Teacher-LA, Sellwood MS
Akiko Revay, Teacher-Academic Intervention, Markham K-5
Alex Montfort, Student Management Specialist, Martin Luther King Jr K-5
Amanda Darmawi, Speech Language Pathologist, Special Education
Amy Foster, Teacher-Special Education, Sitton K-5
Amy McBride, Teacher-LA/SS, ACCESS K-8



Years of Service Awards

Andrea Kozil, Teacher-Blind Visual Impaired, Columbia Regional Inclusive Services

Anne Scheiman, Teacher-Elementary-Japanese Immersion, Richmond PK-5

Anne Witt, Speech Language Pathologist, Special Education

Anne-Marie Reid, Teacher-French, Cleveland HS

Camille Omey, Teacher-Elementary, Llewellyn K-5

Caroline Coholan, Teacher-Elementary, Llewellyn K-5

Casey Whisler, Teacher-Biology, Roosevelt HS

Chris Bartlo, TOSA Instructional Coach, College and Career Readiness

Cindy Ewers, Teacher-Special Education, Beaumont MS

Cristy McCarty, Teacher-Art, Grant HS

Donald McKie, Teacher-Elementary, Rieke K-5

Elena Dudareva, Teacher-Elementary-Russian Immersion, Kelly K-5

Ellen Whatmore, Teacher-LA, Franklin HS

Emilia Schwing, Teacher-Elementary-Spanish Immersion, Atkinson K-5

Erin McNulty, Teacher-PE/Health, Grant HS

Gena Biello, Teacher-K-8, Beverly Cleary K-8

Greg Flenniken, Teacher-Special Education, Maplewood K-5

Hannah Sutton, Teacher-Elementary, Chapman K-5

Heather Mankowski, Teacher-K-8, Odyssey K-8

Hilary Huerta, Speech Language Pathologist, Special Education

Holly Hobby, Teacher-Spanish, Alliance High School

Jamie Larson, Teacher-Science, Sellwood MS

Janine Turley, School Psychologist, Special Education



Years of Service Awards

Jerae Bjelland, Speech Language Pathologist, Special Education

Jeremy Reinholt, Teacher-SS, Grant HS

Johanna Aalto, Teacher-Elementary, Lewis K-5

Kali Capps, Instructional Coach, Lee K-5

Kaoru Biorstad, Teacher-Elementary-Japanese Immersion, Richmond PK-5

Kari Lindstrom, Teacher-Elementary, Grout K-5

Kate Dilworth, TOSA Blind/Vision Impaired, Columbia Regional Inclusive Services

Katie Charlston, Teacher-Elementary, Alameda K-5

Katy Wilebski, Teacher-K-8, Odyssey K-8

Keala Niebergall-Eltagonde, Teacher-Math, Beaumont MS

Kelli Joy, Teacher-Elementary, Marysville K-5

Kristin Daniel, Teacher-Math, Cesar Chavez K-8

Kristin Havermann, Vocational Transition Specialist, Special Education Community Transition Center

Leah Hermes, Teacher-LA, Beverly Cleary K-8

Lien Tran, Teacher-LA/SS Vietnamese Immersion, Roseway Heights MS

Lindsey Harrah, Teacher-PK, Early Learners Sitton K-5

Liz Crow, Teacher-Advanced Math, Cleveland HS

Lynn Dunnam, Speech Language Pathologist, Special Education

Lynnette Diller, Teacher-Special Education, Woodstock K-5

Maia Kinigopoulos, Teacher-DART-Math, DART - Edwards

Margie Doern, Teacher-Elementary, Duniway K-5

Marie Pearson, Teacher-CTE, Ida B Wells-Barnett HS

Matthew Herman, Teacher-Elementary, Rose City Park K-5



Years of Service Awards

Megan Moyer, School Psychologist, Special Education

Megan Weatherill, Teacher-PE, Maplewood K-5

Melissa Johnson, Teacher-Advanced Math, Lincoln HS

Michael Jansa, Teacher-Spanish, Sunnyside Environmental K-8

Michael Rocha, Teacher-Elementary, Stephenson K-5

Miriam Al Faiz, Teacher-Elementary, Irvington K-5

Molly Renauer, Teacher-Art, Mt. Tabor MS

Nancy Yang, Teacher-Mandarin, Cleveland HS

Nayibe Tovar Valdes, Teacher-Spanish, Franklin HS

Neil Gibson, Counselor, Cleveland HS

Norman Stremming, Teacher-LA/SS, Ida B Wells-Barnett HS

Patrice Pierre, Teacher-Elementary, Rosa Parks PK-5

Rich Rintoul, Teacher-Special Education, Roosevelt HS

Richard Cha, Teacher-Advanced Math, Roosevelt HS

Ross Christy, Teacher-Elementary, Buckman K-5

Ruqayya Jarad, Teacher-Arabic, Lincoln HS

Samantha Flores, Teacher-Elementary, Woodmere K-5

Saneun McHaley Foley, Teacher-Spanish, Lincoln HS

Sarah Hughes, Board Certified Behavioral Analyst (BCBA), Special Education

Sean Ahern, Teacher-Special Education, Grout K-5

Sean Johnson, Teacher-SS, Tubman MS

Shalonda Zeno, Student Management Specialist, Chapman K-5

Sharon Forrest, Teacher-Special Education, Metropolitan Learning Ctr K-12



Years of Service Awards

Sitti Lee, Teacher-K-8, Beverly Cleary K-8

Suzanne Smith, Teacher-Art, Maplewood K-5

Timothy Schulze, Teacher-Elementary, Clark K-5

Tommy Allen, Teacher-Elementary, Atkinson K-5

Ten Years

Aarika Elwer, Teacher-SS, Hosford MS

Adam Kennybrew, Counselor, Sellwood MS

Alexandra Fagan, Instructional Coach, Lewis K-5

Alina Cary, Teacher-K-8, Laurelhurst K-8

Alix Reynolds, Teacher-LA, hayu aLqi uyxat

Allen Van de Water, Teacher-Special Education, Vernon K-8

Allison Ferguson, Teacher-Elementary, Chief Joseph K-5

Allye Kaplan, Teacher-K-8, Sunnyside Environmental K-8

Amy Mooney, Social Worker, Martin Luther King Jr K-5

Amy Tilt, Teacher-Math, Skyline K-8

Amy White, Social Worker, Alliance High School

Andres Canales Reyes, Teacher-Spanish, Grant HS

Angela Bonilla, Union Representative (PAT), PPS

Angela Wilson, Speech Language Pathologist, Special Education

Anna Bernardo, Teacher-PE, Llewellyn K-5

Anna Jablonski, Counselor, Sabin K-5



Years of Service Awards

Asa Gervich, Teacher-K-8, Sunnyside Environmental K-8

Ashley Agre, Teacher-Elementary, Buckman K-5

Ayako March, Teacher-Elementary-Japanese Immersion, Richmond PK-5

Ayn Frazee, Teacher-Librarian, Franklin HS

Ben Malbin, Teacher-ASL, McDaniel HS

Berenice Amaya-Gonzalez, Teacher-Academic Intervention, Scott K-5

Betsy Dekker, Teacher-Elementary, Creston K-5

Beyoung Yu, Teacher-ESL, Atkinson K-5

Brenda Morales-Galicia, Teacher-Elementary-Spanish Immersion, Lent K-5

Brian Gerber, Teacher-CTE, Benson HS

Brian McIntyre, Student Management Specialist, Grout K-5

Brittany Sill-Turner, Counselor, Llewellyn K-5

Brittney Caraboa, Teacher-Special Education, Pioneer School

Brooke Unwin, Speech Language Pathologist, Special Education

Bryan Butcher, Teacher-Math, Beaumont MS

Cameron Kreuz, Teacher-PE, Grout K-5

Camila Arze Torres Goitia, Teacher-SS, McDaniel HS

Carlos Baca, Teacher-Art, Beach PK-5

Carolyn Travers, Teacher-K-8, Faubion PK-8

Caryn Anderson, Teacher-Academic Intervention, Faubion PK-8

Catherine Tucker, Teacher-Librarian, Marysville K-5

Catherine Wolfe, Teacher-Academic Intervention, Lent K-5

Chase Franks, Dean, McDaniel HS



Years of Service Awards

Chelsea Blair, Teacher-SS, da Vinci Arts MS

Chelsea Clyde, Teacher-PK, Early Learners Whitman K-5

Chris Smith, Instructional Coach, Cleveland HS

Christine Rowan, Teacher-K-8, Astor K-8

Christy LeeWehage, Teacher-Special Education, Tubman MS

CJ Watson, Teacher-PE/Health, Lincoln HS

Clair Roix, Teacher-LA, Vernon K-8

Colin Oriard, Teacher-Spanish, Grant HS

Cortney Standish, Teacher-Elementary, Capitol Hill K-5

Cristal Phan, Teacher-Elementary, Rose City Park K-5

Cynthia Tosh, Teacher-Dance, Kellogg MS

Daniel Limb, Teacher-SS, Hosford MS

Daniel Morell-Hart, School Psychologist, Special Education

Daniel Twiss, Instructional Coach, Tubman MS

Dave Valenzuela, Teacher-Biology/Physics, Lincoln HS

David Amundson, Teacher-PE, Beverly Cleary K-8

David Kennedy, Teacher-Technology, Gray MS

Dawn Ray, Teacher-ESL, Rose City Park K-5

Diana McKay, Teacher-Librarian, Rigler K-5

Dominique Aubry, Teacher-Elementary-Spanish Immersion, Lent K-5

Douglas Mella, Teacher-Advanced Math, McDaniel HS

Duncan Carranza, Instructional Coach, Metropolitan Learning Ctr K-12

Dylan Stafford, Teacher-Elementary, Markham K-5



Years of Service Awards

Eliana Machuca, Teacher-SS, Jefferson HS

Elicia Blackford, Teacher-ESL, McDaniel HS

Elizabeth Cannon, Teacher-ESL, Lincoln HS

Elizabeth Coria-Mead, Speech Language Pathologist, Special Education

Elizabeth Docken, Teacher-Academic Intervention, Vernon K-8

Elizabeth Kiernan, Instructional Coach, Peninsula K-5

Elizabeth Skorohodov, Teacher-Elementary, Atkinson K-5

Ellen Eustice, Teacher-Special Education, The Ivy School

Ellie McCarthy, Teacher-ESL, Franklin HS

Emily Kinney, Teacher-Elementary, Woodmere K-5

Emily Nemesi, Teacher-SPED PK-3 Early Childhood, Special Education

Emily Pratt, Teacher-Art, Cleveland HS

Emily Sanborn, Counselor, Woodmere K-5

Emma Georgetta, Teacher-Advanced Math, McDaniel HS

Emma Reznic, Speech Language Pathologist, Special Education

Erewyn Remington, Teacher-Science, Metropolitan Learning Ctr K-12

Eric Lanners, Teacher-Math/Science, Winterhaven K-8

Erica Hale, Teacher-K-8, Faubion PK-8

Erika Luther, Teacher-ASL, Ida B Wells-Barnett HS

Erin Fell, TOSA Deaf/Hard of Hearing, Columbia Regional Inclusive Services

Erin Mahony, Teacher-Advanced Math, Lincoln HS

Erin Williams, Instructional Specialist, PK-5 Core Academics

Eva Danon, Teacher-Science, Hosford MS



Years of Service Awards

Evin Aksay, Teacher-Elementary, Lewis K-5

Frank Mathews, Teacher-SS, Ida B Wells-Barnett HS

Frank Talerico, Teacher-Special Education, Lincoln HS

Gabrielle Buvinger-Wild, Teacher-LA/SS, Lincoln HS

Gabrielle Quintana, Teacher-K-8, Winterhaven K-8

Gavriel Patterson de Tarr, Teacher-Music, Sellwood MS

Gerald Scrutchions, Teacher-SS, Grant HS

Gillian Grimm, Teacher-Librarian, Sunnyside Environmental K-8

Haylee McBride, Teacher-Elementary, Bridlemile K-5

Heather McDaid, Teacher-Special Education, Llewellyn K-5

Heidi Munson, Speech Language Pathologist, Columbia Regional Inclusive Services

Ian Huntley, Teacher-PE, Forest Park K-5

Iris Law, Teacher-Elementary-Chinese Immersion, Martin Luther King Jr K-5

Jack Wilkinson, Teacher-Special Education, Franklin HS

Jackie Crawford, Teacher-PK, Early Learners Kelly Center

Jacob Hockett, Teacher-PE/Health, Lincoln HS

James Duckwell, Teacher-CTE, Roosevelt HS

Jamie Incorvia, Teacher-LA, Cleveland HS

Jamie Suehiro, Instructional Specialist, Ida B Wells-Barnett HS

Jason Giles, Teacher-K-8, Winterhaven K-8

Jay Dyer, Teacher-Science, Winterhaven K-8

Jennifer de Boer, Teacher-Elementary, Alameda K-5

Jennifer Hopkins, TOSA Technology Integration, Information Technology



Years of Service Awards

Jennifer Smith, Instructional Coach, Faubion PK-8

Jeremy Sutter, Teacher-Advanced Math, McDaniel HS

Jessica Jones, Teacher-Elementary, Martin Luther King Jr K-5

Jessy Gretzinger, Counselor, Lewis K-5

Joe Sneed, Teacher-Advanced Math, Lincoln HS

Joel Jablon, Teacher-LA, Lincoln HS

John Fessant, Teacher-Music, Lee K-5

Joseph Ferguson, Instructional Coach, hayu aLqi uyxat

Joseph Martin, Instructional Specialist, McDaniel HS

Joseph Rowe, Teacher-CTE, Franklin HS

Joseph Salvador, Teacher-PE/Health, McDaniel HS

Josh Wolfe, Teacher-Elementary, Chief Joseph K-5

Joshua Winicki, Teacher-SS, Ida B Wells-Barnett HS

Julia Himmelstein, Teacher-PK Art, Early Learners - Sacajawea Site

Kara Soulas, Teacher-Librarian, Stephenson K-5

Kari Taylor, Teacher-Biology/Chemistry, Grant HS

Karin Reese, Teacher-Librarian, Odyssey K-8

Karina Ruberte, Teacher-K-8-Spanish Immersion, Cesar Chavez K-8

Kasandra Norgaard, Teacher-PE/Health, Jackson MS

Kate Bennett, Counselor, Bridger Creative Science K-8

Kate Rodriguez, Teacher-Elementary-Spanish Immersion, James John K-5

Katharine Eichman, Teacher-Elementary, Abernethy K-5

Katherine Nations, School Psychologist, Special Education



Years of Service Awards

Kathleen Redmond-Davenport, Teacher-Academic Intervention, Kellogg MS

Kathryn Bailey, Teacher-K-8, Beverly Cleary K-8

Keelin Mayer, Teacher-Art, Scott K-5

Keira Havner, Teacher-Art, Astor K-8

Kelli Mitchell, Counselor, Rosa Parks PK-5

Kelly Ayala, Instructional Coach, Bridger Creative Science K-8

Kelly Dwight, Teacher-Special Education, McDaniel HS

Kendall Cunningham-Parmeter, Counselor, Maplewood K-5

Kenneth Johnson, Teacher-ESL, Woodmere K-5

Kevin Richardson, Teacher-Special Education, Alameda K-5

Kieran LeMeune, Teacher-SS, Cleveland HS

Kira Jones, Teacher-Math, Tubman MS

Krishnan Ranjani, Teacher-Advanced Math, Lincoln HS

Krista Franklin, Teacher-Elementary, Markham K-5

Kristin Bassaloff, Teacher-Elementary, Woodmere K-5

Kun Qian, Teacher-Elementary-Chinese Immersion, Woodstock K-5

Kyle Hunter, Teacher-Biology, Lincoln HS

Laura Bullard, Teacher-Math/Science, Bridger Creative Science K-8

Laura Fisher, Teacher-SS, Roosevelt HS

Levia Friedman, Teacher-K-8, Sunnyside Environmental K-8

Liliana Greenberg, Teacher-Art, Kellogg MS

Lindsey Sullivan, Student Management Specialist, Lane MS

Lisa Clark, Instructional Coach, Sabin K-5



Years of Service Awards

Lisa Doane, Speech Language Pathologist, Special Education

Loan Ziehl, Teacher-PK, Early Learners Creston Annex

Logan Heyerly, Teacher-Health, Kellogg MS

Lynn Yarne, Teacher-Art, Grant HS

Lyubov Volsky, Teacher-Elementary, Kelly K-5

Maddie Cuda, Teacher-Special Education, Grant HS

Maggie Ordaz, Teacher-Advanced Math, Franklin HS

Makenzie Gintz, Teacher-K-8, Faubion PK-8

Maleka Allen, Counselor, Lane MS

MaLynda Wolfer, Teacher-Advanced Math, Grant HS

Margarita Ferrer Tamayo, Teacher-Elementary-Spanish Immersion, Lent K-5

Maria Gonzalez Arredondo, Speech Language Pathologist, Special Education

Marie South, Teacher-Elementary, Hayhurst K-5

Mark Gerolami, Teacher-Music, da Vinci Arts MS

Markelle Sams, Teacher-Special Education, Benson HS

Marlena Maestas, Teacher-Elementary, Glencoe K-5

Mary Kate Houghton, Teacher-SS, hayu aLqi uyxat

Mary Stevens-Krogh, Qualified Mental Health Provider, Student Services

Matthew Campeau, Teacher-SS, Ida B Wells-Barnett HS

Matthew Lewis, Teacher-PE/Dance, Laurelhurst K-8

Maureen Bossard, Teacher-Elementary, Alameda K-5

McKenna Miller, Speech Language Pathologist, Special Education

Megan Hull, TOSA Special Education, Special Education Community Transition Center



Years of Service Awards

Megan Kindred, Instructional Coach, Odyssey K-8

Megan Metcalf, Teacher-Elementary, Clark K-5

Megan Palmer, Teacher-Math/Science, Jackson MS

Meggie Feutrier, Instructional Specialist, PK-5 Core Academics

Meghan Whitaker, Teacher-Elementary, Sabin K-5

Mellissa Mabry, Teacher-Elementary, Chapman K-5

Melody Flores, Teacher-ESL, Woodlawn PK-5

Meredith Jue, Teacher-K-8, Odyssey K-8

Merri Garcia, Instructional Specialist, Roosevelt HS

Michelle Cvitanich, Teacher-PE/Health, Benson HS

Michelle Nicola, Instructional Coach, Grant HS

Mitchell Gustin, Teacher-PE, Capitol Hill K-5

Molly Garvey, Teacher-Academic Intervention, Cesar Chavez K-8

Molly Kangas, Counselor, Kelly K-5

Mykhie Deych, Teacher-LA, Grant HS

Nam Kirn Khalsa, Teacher-Art, George MS

Nathan Beck, Teacher-Math, Lincoln HS

Neressa Bennett, Teacher-Art, da Vinci Arts MS

Nicholas Verbon, Teacher-Spanish, Hosford MS

Nichole Dewson, Teacher-Elementary, Buckman K-5

Nick Nohner, Teacher-Advanced Math/CTE, Ida B Wells-Barnett HS

Nicki Doler, School Psychologist, Special Education

Nicole De Lagrave, Teacher-Elementary, Lee K-5



Years of Service Awards

Nicole Masters, Instructional Specialist, Early Learners Clarendon

Nicole Reed, Teacher-Academic Intervention, Irvington K-5

Nicole Seeley, Teacher-LA, Franklin HS

Noelle Allen, Instructional Coach, hayu aLqi uyxat

Norelle Harper Nimmers, Social Worker, McDaniel HS

Patrick Stenger, Teacher-Elementary, Bridlemile K-5

Pedro Anglada-Cordero, Social Worker, Kelly K-5

Philip dela Houssaye, Teacher-K-8, Laurelhurst K-8

Ponny Kosmas, Counselor, Woodstock K-5

Randy Heath, Teacher-PE/Health, Grant HS

Renee Laney, Teacher-K-8, Laurelhurst K-8

Rhonda Gray, Teacher-SS, Franklin HS

Rhonda Wheeler, Teacher-Special Education, Atkinson K-5

Richard Childress, Teacher-Science, Skyline K-8

Rochelle Von Ahn, Teacher-Elementary, Markham K-5

Rosario Arellano, Mentor Teacher-Induction Coach, Teacher Professional Learning

Rosario Burke, Teacher-Elementary-Spanish Immersion, Scott K-5

Ryan Hook, Teacher-Science, Gray MS

Ryan Shipe, Teacher-Elementary, Woodlawn PK-5

Samuel McKinstry, Teacher-Music, Scott K-5

Sara Martins, Teacher-Dance, da Vinci Arts MS

Sara Peloquin, Instructional Specialist, Early Learners Creston Annex

Sara Van Egeren, Teacher-SPED PK-3 Early Childhood, Special Education



Years of Service Awards

Sarabeth Leitch, Teacher-CTE, McDaniel HS

Sarah Batten, Instructional Coach, Stephenson K-5

Sarah Gassner, Teacher-Elementary, Llewellyn K-5

Sarah Lee, Teacher-PE, Markham K-5

Sean Barry, Teacher-Chemistry/Physics, Franklin HS

Shannon D'Aurora, Teacher-K-8, ACCESS K-8

Shawn Sloan, Teacher-Elementary, Whitman K-5

Shawna Wheeler, Teacher-French/Technology, Sellwood MS

Sherron Selter, Teacher-PE/Health, McDaniel HS

Sia Hatzipavlou, Teacher-Deaf & Hard of Hearing, Columbia Regional Inclusive Services

Sonia Kellermann, Teacher-Dance, Franklin HS

Stephen Gardiner, Teacher-Elementary, Sabin K-5

Sunshine McFaul-Amadoro, Teacher-LA, Grant HS

Susan Adams Gaudreau, Teacher-Special Education, Peninsula K-5

Susan Hay, Teacher-Advanced Math, Reconnect Center

Susan Perez, Teacher-Elementary, Lee K-5

Suzanne Cooper, Teacher-K-8, Chief Joseph K-5

Tammy Blumhardt-Braga, Teacher-ESL, Scott K-5

Teresa Hill, Speech Language Pathologist, Special Education

Thom Johnson, Teacher-LA/SS, Jackson MS

Thuy-Linh Le, Teacher-Elementary, Kelly K-5

Tiffany Giackino-Baisch, Qualified Mental Health Provider, Pioneer School

Tivon Abel, Teacher-PE, Sitton K-5



Years of Service Awards

Todd Williams, Teacher-CTE, Benson HS
Torey Frisina, Teacher-PE/Health, Kellogg MS
Tracie Talerico, Teacher-Drama, Lincoln HS
Tracy Miranda, Teacher-Art, Lane MS
Trevor Todd, Teacher-Spanish, Lincoln HS
Valoree Lancaster, Teacher-PE, Rieke K-5
Vicky Vasey, Teacher-Special Education, Beverly Cleary K-8
Wakako Sogo, School Psychologist, Special Education
Willow Weir-Mayorga, Teacher-LA, Benson HS
Zoya Surits, Teacher-Russian, Franklin HS

Five Years

Ada Cruz Wozniak, Speech Language Pathologist, Special Education
Adam Goldstein, Teacher-Science, Roseway Heights MS
Adam Roosevelt, Teacher-Elementary, Scott K-5
Adama Goudiaby, Teacher-Special Education, McDaniel HS
Adora Arias, Teacher-Elementary, Arleta K-5
Alex Buckwald, Teacher-Special Education, Pioneer School
Alex Paulson, Mentor Teacher-Induction Coach, Teacher Professional Learning
Alexandra Roth, School Psychologist, Special Education
Alexis Asare, Teacher-Special Education, Roosevelt HS
Alison Beanblossom, Qualified Mental Health Provider, Martin Luther King Jr K-5
Allison Reilly, Teacher-PE/Health, ACCESS K-8



Years of Service Awards

Alyssa Vavrusa, Teacher-Deaf & Hard of Hearing, Columbia Regional Inclusive Services

Amanda Winkler, Teacher-Blind Visual Impaired, Columbia Regional Inclusive Services

Amelia Mauney, Teacher-Health, Metropolitan Learning Ctr K-12

Amy Barth, Speech Language Pathologist, Special Education

Amy Close, Teacher-Art, Atkinson K-5

Amy Gretencort, Teacher-Art, Bridlemile K-5

Andrea Hehn, Teacher-Science, Laurelhurst K-8

Andrew Bardeschewski, Teacher-K-8, Winterhaven K-8

Andrew McKay, Teacher-Special Education, Grant HS

Anne Jin, Teacher-Special Education, Lincoln HS

Bashar Ibrahim, Teacher-Elementary, Chief Joseph K-5

Brandon Rawls, Counselor, McDaniel HS

Brenda Bokenyi, Teacher-Academic Intervention, Rigler K-5

Brennon Reed, Teacher-Science, Jackson MS

Brigette Ramos, Teacher-Elementary-Spanish Immersion, James John K-5

Britney Verissimo, Teacher-Chemistry/Physics, Franklin HS

Bronwynn Gorman, Teacher-ESL, Faubion PK-8

Bruce McCleave, Teacher-CTE, Ida B Wells-Barnett HS

Cain Burchell, Teacher-ESL, Rigler K-5

Caitlin Toohey, Teacher-Chemistry, Lincoln HS

Caprial Sides, Teacher-Elementary, Arleta K-5

Cara Dick, Speech Language Pathologist, Special Education

Carlos Molina, Teacher-Spanish, Jefferson HS



Years of Service Awards

Catherine Mermelstein, Teacher-Elementary, Rosa Parks PK-5

Charles Denton, Teacher-Music, Sabin K-5

Chris Bach, Teacher-MS, Hosford MS

Christopher Lodore, Teacher-Physics, Grant HS

Christopher Ransom, Teacher-Elementary, Woodlawn PK-5

Christopher Schweizer, Teacher-Chemistry/Physics, Roosevelt HS

Ciara Williams, Teacher-Math, Harrison Park MS

Claudia Brown, Counselor, Lent K-5

Colin Hawkins, Teacher-Science, Roseway Heights MS

Colleen Johnston, Dean, Benson HS

Daniel Dai, Teacher-Elementary-Vietnamese Immersion, Rose City Park K-5

David Goldstein, Teacher-Spanish, Gray MS

DeAnthony Maza, Teacher-PE/Health, George MS

Derek Ogletree, Teacher-Elementary, Irvington K-5

Devon Devicq, Teacher-Music, Abernethy K-5

Eduardo Lopez, Teacher-Spanish, Roosevelt HS

Elijah Sprints, Teacher-Japanese/ESL, Roosevelt HS

Elise Hughes, Instructional Coach, Ockley Green MS

Elise Newhouse, Counselor, Capitol Hill K-5

Emilie Elobt, Teacher-Elementary, Sitton K-5

Emily Bauer, Teacher-PK, Faubion PK-8

Emily King, Teacher-Librarian, Astor K-8

Emily Merz, Teacher-Elementary, Ainsworth K-5



Years of Service Awards



Emily Willis, Teacher-LA, Mt. Tabor MS

Eric Bowen, Teacher-Special Education, Pioneer School

Erin Gerber, Qualified Mental Health Provider, Marysville K-5

Fong Goh, Teacher-Elementary-Chinese Immersion, Martin Luther King Jr K-5

Gabriel Martinez Bustos, Teacher-Spanish, Grant HS

Gabriela Tello, Teacher-Spanish, Lincoln HS

Gillian Schmidt, Instructional Coach, Vernon K-8

Graham Parish, Teacher-Special Education, Richmond PK-5

Hanna McGrath, Teacher-LA, Lane MS

Hannah Fisher, Teacher-LA, Grant HS

Heather Dulin, Teacher-LA, Mt. Tabor MS

Heather Stellpflug, Site Support Instructor, Tubman MS

Hector Osuna Mondragon, Teacher-LA/SS Spanish Immersion, Beaumont MS

Helena Escalada, Teacher-Special Education, West Sylvan MS

Hilary Benoit, Teacher-Elementary, Peninsula K-5

Hillary Casper, Teacher-Math, Sellwood MS

Hoang Nguyen, Teacher-Advanced Math/CTE, Ida B Wells-Barnett HS

Holly Leder, Speech Language Pathologist, Special Education

Ike Prael, Teacher-Special Education, Benson HS

Isabell Zhu, Speech Language Pathologist, Special Education

Jake Guth, Teacher-SS, Benson HS

Jami Symons, Teacher-Elementary, Richmond PK-5

Jenna Morano, School Psychologist, Special Education



Years of Service Awards

Jennifer Larkin Miller, Teacher-Art, Boise-Eliot K-5

Jennifer McCrory, Teacher-SS, Roosevelt HS

Jeremy Schmidt, Teacher-MS, Hosford MS

Jessica Arney, Teacher-Health, Hosford MS

Jessica Doyle, Teacher-Elementary, Arleta K-5

Jessica Foreman, Teacher-Elementary, Clark K-5

Jessica Hayes, Teacher-Special Education, Grant HS

Jessica Paul, Teacher-Music, Roseway Heights MS

Jessica Wray, Teacher-LA, Franklin HS

Jesus Reyes Herrera, Teacher-Spanish, Roosevelt HS

Jonathan Vogel, Teacher-Elementary, Duniway K-5

Julia Kirkpatrick, Teacher-LA, Grant HS

Justin Sooper, Teacher-Elementary, Alameda K-5

Karen Rockness, Teacher-Elementary, Irvington K-5

Kate Good, Teacher-LA/SS Spanish Immersion, Beaumont MS

Kathryn Gibson, Teacher-ESL/Spanish, George MS

Kayla Oser, Teacher-Special Education, Woodlawn PK-5

Kelsey Harrop, Teacher-CTE, McDaniel HS

Keri Kinabo, Qualified Mental Health Provider, George MS

Kevin Dilg, Teacher-Elementary, Rosa Parks PK-5

Kristen Noonan, Teacher-Special Education, Ida B Wells-Barnett HS

Kyle Horton, Teacher-PE, Ainsworth K-5

Laurel Monroy Benitez, Teacher-Elementary-Spanish Immersion, Sitton K-5



Years of Service Awards

Lauren Epifano, Teacher-Art, Beaumont MS

Lesly Garcia, Teacher-Elementary-Spanish Immersion, Scott K-5

Lili Pill-Kahan, TOSA Special Education, Special Education

Maira Alejandra Ardila Vega, Teacher-PK-Spanish Immersion, Early Learners Sitton K-5

Marcy Sunnivagora, Qualified Mental Health Provider, Gray MS

Margaret Griffith, Teacher-Biology, Cleveland HS

Margo McKearnan, Teacher-LA/SS, Franklin HS

Maria Kidder, Teacher-Special Education, George MS

Mario Gutierrez Valiente, Teacher-Spanish, Roosevelt HS

Mark Manian, Teacher-Elementary, Maplewood K-5

Marrla Wilkinson, Teacher-LA, Ida B Wells-Barnett HS

Mary Lugg, Teacher-Science, Lane MS

Matthew O'Connor, Teacher-Health, Roosevelt HS

Megan Buckle, Teacher-Elementary, Whitman K-5

Megan Coia, Teacher-Special Education, Special Education Community Transition Center

Megan O'Doherty, Teacher-Elementary-Spanish Immersion, James John K-5

Meghan Gaiero, Teacher-K-8-Spanish Immersion, Cesar Chavez K-8

Melina Carabajal, Teacher-Academic Intervention, Martin Luther King Jr K-5

Melissa Sabga, Teacher-Math, Gray MS

Micah Kurzer, Teacher-Advanced Math, Grant HS

Michael Irikawa, Teacher-LA, McDaniel HS

Michelle McKay, Teacher-CTE, Roosevelt HS

Mikael Benson, Teacher-Math, Harrison Park MS



Years of Service Awards

Mike Carlip, Board Certified Behavioral Analyst (BCBA), Faubion PK-8

Mila Rodriguez-Adair, Qualified Mental Health Provider, Student Services

Mindy Pesicek, Teacher-Special Education, Jefferson HS

Mohamed Mohamed, Teacher-ESL, McDaniel HS

Molly Cunningham, Teacher-Elementary, Vestal K-5

Molly Sheean, Teacher-Elementary-Spanish Immersion, Beach PK-5

Nathan Yoder, Teacher-SS, Hosford MS

Norma Hamilton, Teacher-Special Education, Ida B Wells-Barnett HS

Pamela Lyons, Teacher-Elementary, Chapman K-5

Pao Vang, Teacher-Art, Rose City Park K-5

Patricia Furrer-Hatzikos, Teacher-ESL, Faubion PK-8

Pesha Wasserstrom, Counselor, Rose City Park K-5

Peter Porter, Teacher-Blind Visual Impaired, Columbia Regional Inclusive Services

Phillip Pennington, Teacher-PE, Kellogg MS

Rachel MacDonald, Teacher-Elementary, Hayhurst K-5

Rachel Ronning, Qualified Mental Health Provider, Lane MS

Rebecca Albright, Teacher-Special Education, Scott K-5

Rebecca Alvstad, Teacher-Special Education, Sellwood MS

Reuben Wilson, Teacher-PE, Kelly K-5

Revi Shohet, Teacher-Special Education, Bridger Creative Science K-8

Ricardo Barber, Teacher-K-8, Faubion PK-8

Rich Nguyen, Teacher-Adaptive PE, Special Education

Robin Godoy, Teacher-Math, Sunnyside Environmental K-8



Years of Service Awards

Romina Rodriguez Salinas, Teacher-K-8-Spanish Immersion, Cesar Chavez K-8

Rustin Marchello, Teacher-PE/Health, Harrison Park MS

Sahnzi Moyers, Teacher-Biology/Physics, Franklin HS

Sam Trask, Teacher-Elementary, Sitton K-5

Samuel Burbank, Teacher-LA, Cleveland HS

Sara Martin, Teacher-Special Education, Sitton K-5

Sarah Kilkenny, Teacher-Special Education, Beach PK-5

Sarah Mura, Teacher-Special Education, Franklin HS

Sarah Trapido, Teacher-Special Education, Kellogg MS

Selene Baez Hernandez, Teacher-Elementary-Spanish Immersion, James John K-5

Shannon Hennrich, Teacher-Special Education, Clark K-5

Sophie Millon, Speech Language Pathologist, Special Education

Stephan Hoda, Teacher-Science, George MS

Stephen Laurent, Teacher-Advanced Math, Roosevelt HS

Susannah Lightbourne-Maynard, TOSA Health/PE, Middle Grades Core Academics

Sydney Hirth, Teacher-LA, McDaniel HS

Tania Stein, Teacher-Elementary-Spanish Immersion, Sitton K-5

Tina De La Cruz, Teacher-Special Education, Faubion PK-8

Tracy Morrison, Counselor, McDaniel HS

Veronica Hughes, Teacher-Librarian, Beach PK-5

Victoria Coe, Board Certified Behavioral Analyst (BCBA), Pioneer School

Walker Chase, Teacher-Advanced Math, Roosevelt HS

Whitney Golden, Teacher-SS, Bridger Creative Science K-8



Years of Service Awards

Will Reese, Teacher-LA/SS, Cesar Chavez K-8

Yukiko Meyden, Teacher-Elementary-Japanese Immersion, Richmond PK-5

Zach Stone, Teacher-Elementary, Woodmere K-5

Zachary Doiel, Teacher-Art, Marysville K-5

RESOLUTION No. 7101

Resolution to Recognize May as Asian American Native Hawaiian and Pacific Islander Heritage Month

RECITALS

- A. Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992, as a way to honor and recognize the contributions of residents from Asia, India and the Pacific Islands.
- B. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month, we recognize the innumerable contributions, vibrant cultures, and rich heritage of Asian Americans, Native Hawaiians, and Pacific Islanders (AA and NHPs), who have lived and worked in Oregon for more than 200 years contributing in to Oregon's and the United States' economy, culture, education, politics, arts, literature, science and technological developments despite institutional and systemic injustices designed to prevent and limit these achievements and contributions.
- C. Asian American, Native Hawaiian, and Pacific Islanders are among the fastest growing communities in Oregon and Multnomah County. This migration has been both voluntary and forced due to war and environmental degradation in their native countries.
- D. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month we acknowledge the additional determination, hard work, and perseverance. Asian Americans, Native Hawaiians, and Pacific Islanders must put forth to be heard and seen.
- E. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like Asian Student Union, Asian Pacific Islander Club, Asian American Association and Vietnamese Club. Enrichment programs such as our Dual Language Immersion and the option to obtain a Seal of Biliteracy upon graduation, honor and enrich the diverse backgrounds of our heritage and native Chinese, Japanese and Vietnamese speakers, while exposing non-native speakers to diverse multilingual and multicultural perspectives.

RESOLVED

The Portland Public Schools Board of Education recognizes May as Asian American Native Hawaiian and Pacific Islander Heritage Month and strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Asian American, Native Hawaiian and Pacific Islanders to our country, our state, our cities, and our schools.



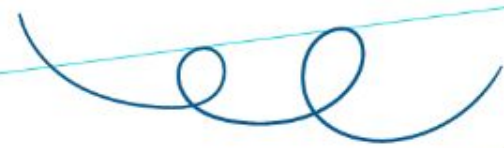
Very good!



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We appreciate our

EDUCATORS and ADMINISTRATORS



5×6

$a + b = c^2$





Superintendent's Report

Together, We Rise

May 6, 2025





District Campus Safety Teams

Lobby Day



Lincoln Constitution Team



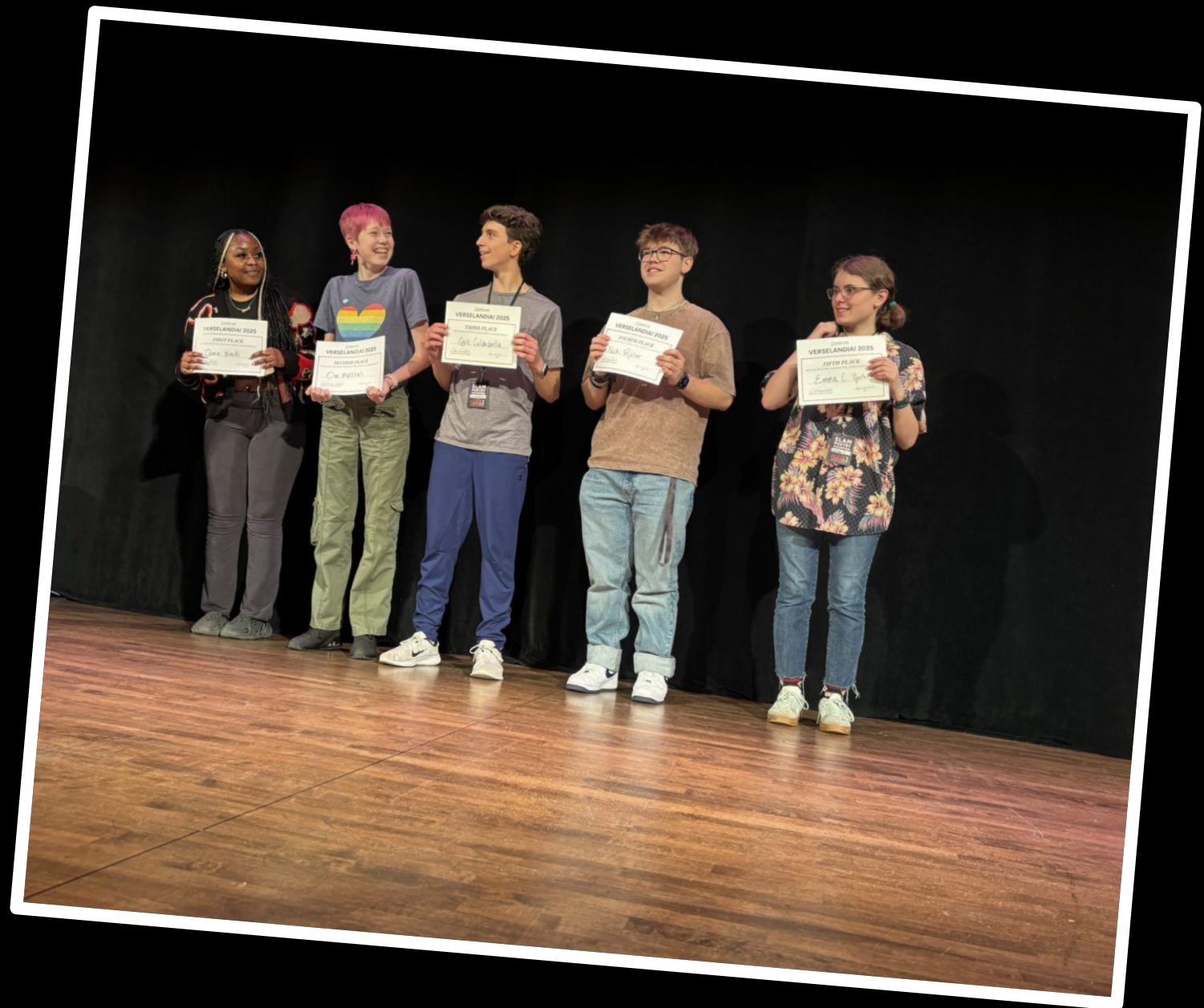


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HOW WE'RE

LIFTING

LITERACY

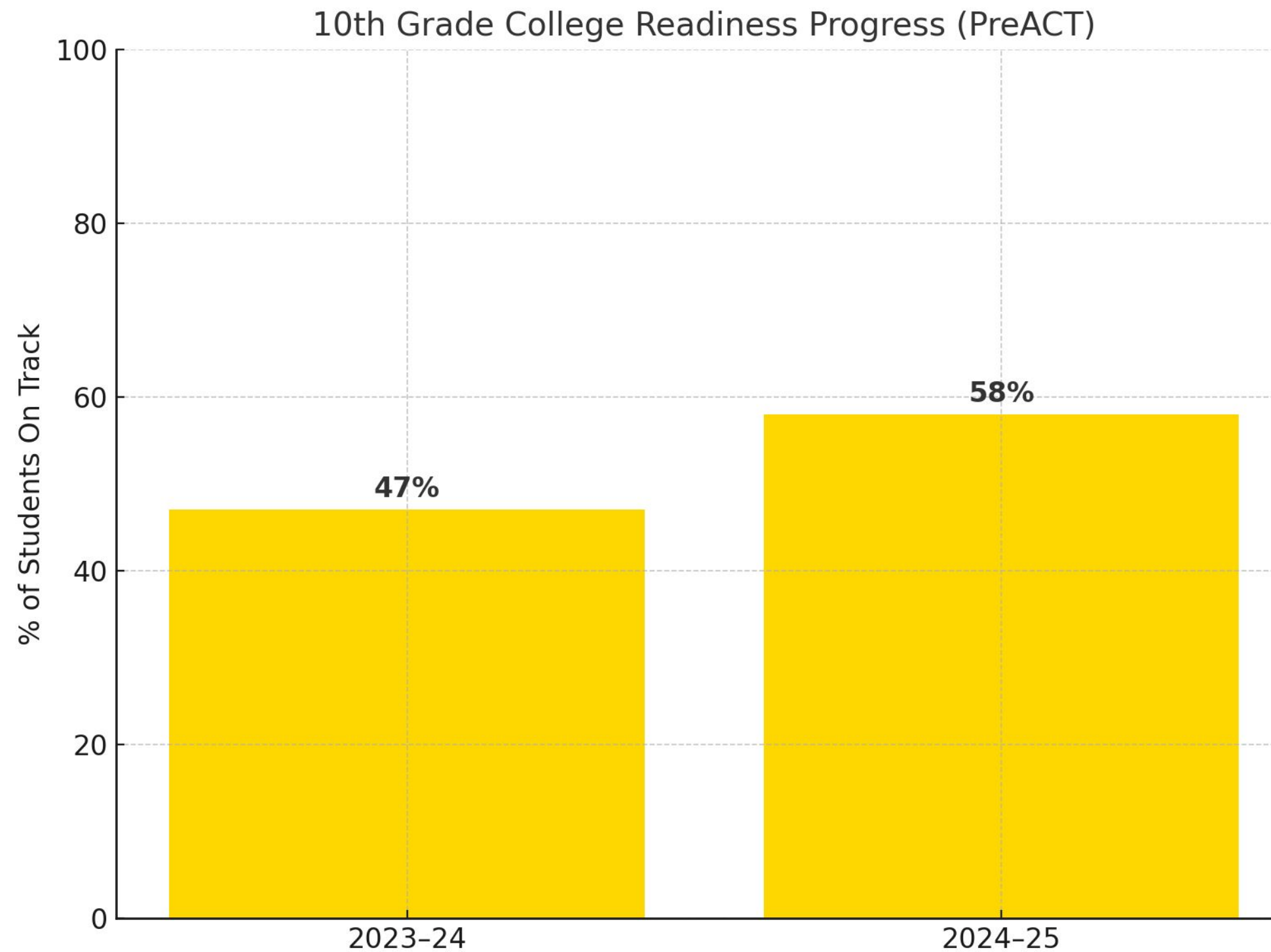


HOW WE'RE

LIFTING LITERACY



By the numbers



HOW WE'RE

LIFTING
LITERACY



Camp-Read-A-Lot at MLC!

Skyline Graphic Novels





CBSE Update

Follow along on social!





**TOGETHER
,
WE RISE**

**Portland Public Schools
Community Budget Review Committee Annual Budget Review
Fiscal Year 2025-26
May 6, 2025**

Background and Purpose of the Community Budget Review Committee (CBRC)

The Portland Public Schools Board of Education (board) established the Community Budget Review Committee (CBRC) to perform the following functions:

- Review, evaluate and make recommendations to the board on the Superintendent's Proposed Budget
- Monitor and advise the board on the allocation and expenditure of Local Option Levy funds
- Provide and strengthen the link between the district and school students and families

About the CBRC

The CBRC is a group of fourteen volunteers representing a diverse group of parents, staff, community members, and two students who give voice to the diverse interests of the PPS communities in the budget process. This is the third consecutive year of significant budget reductions and PPS is at a critical point where we must thoughtfully address the structural deficit and reestablish financial stability and a predictable environment for students, families and employees.

In light of unprecedented challenges, not only financial but also a 10.8% drop in enrollment since 2020 and dramatic increase in students who are chronically absent, now over 36% and a \$1.4 billion maintenance backlog, ***the need for community input to prioritize difficult budget decisions has never been greater.***

Purpose of Budget Review

CBRC's role is to analyze the superintendent's proposed budget and ***to provide recommendations that reflect the perspectives of our diverse communities—parents, teachers, students, from across the district—to the board.*** In doing so we keep in mind both the needs of students and the board goals which center on reducing and racial and socio-economic disparities in academic achievements at key milestones Third-grade Reading, Fifth-grade Mathematics, Eighth-grade Readiness, High School Graduation.

Overall Reflections to Frame This Report

Overall the proposed budget attempts to spread the cuts across most service areas and protect classroom staffing which impacts students most directly. ***We appreciate the effort to mitigate the direct impact on students and classroom staff, which is a top priority for the CBRC and the communities we represent.*** We affirm the superintendent's maintenance of

the prioritization of PPS' equity allocation, especially in light of the 25% reduction in Title 1 funds, which we discuss further below.¹

The reduction of 247 positions – people with valuable skills and knowledge committed to serving our public schools – to help close this year's \$40 million budget shortfall will be felt across all service areas and throughout our community. Simply put, after three consecutive years of budget cuts there are fewer operational efficiencies to find and **no easy choices**.

Budget Context and Concerns

The proposed budget largely continues the direction set by previous administrations and boards. It maintains investments in programs, interventions and staffing patterns that have produced limited progress in closing achievement gaps. Graduation rates have improved modestly, but too many students remain underprepared for careers and college. Chronic absenteeism, which is both a symptom and multiplier of underlying disparities, resource gaps and unmet student needs—identified by the superintendent as a key concern and discussed further below—remains high at over 36%, ten points above the national average.

This year PPS will receive—in part due to the 2019 Student Success Act, projected to generate nearly \$2.4 billion statewide in the 2025–27 biennium—and other stable funding sources, one of the highest per-student allocations in Oregon history. Yet, we face a \$40 million shortfall this year and likely cuts for years to come.

*Temporary solutions, such as incremental staffing cuts or one-time reserves, may balance a single fiscal year but do not address the long-term trajectory. **Without a structural plan that spans several years, PPS risks drifting further into austerity while losing sight of its goals for equity, excellence, and innovation.***

Long-Term Outlook

As a committee representing our communities, we find it difficult to support a budget process that continues to result in cuts, the loss of educator talent and reduced student access to a well-rounded education—especially *in the absence of a clear, actionable plan or even a timeline*.

PPS must reassess its priorities and determine what is truly essential and feasible.

Research by PSU and EcoNorthwest has made clear that most municipalities and school systems, of which PPS is typical, can anticipate declining budgets for at least another decade.²

Going forward, ***we urge the board to consider more targeted structural reductions***—whether to whole programs, initiatives, or locations— to address the structural deficit. We recommend that the district articulate a clear long-term fiscal strategy that addresses the underlying issues driving budget instability. This plan should include specific milestones, timelines, and opportunities for stakeholder input

We support advocacy with the legislature to fund Oregon districts at the Quality Education Model (QEM) level to provide additional revenue as PPS transitions to a more sustainable model. Recognizing the fiscal environment, we also urge the board to pursue public private partnerships for supplemental investment and revenue.

¹ The Equity Formula was reduced in last school year's budget from 8% to 4% for all K-8 schools. The Equity Formula for high schools is 9% across the board (no matter the demographics of the school). This budget proposes to maintain the 4% equity allocation for K-8 and the 9% equity allocation for all high schools.

² The Our Next 20 Report on municipal finance projects meaningful budget shortfalls and distress for most governments and school systems for through 2037 based on legacy obligations and demographic trends.

Areas of Inquiry and Recommendations

Within the framework of the budget presented here are the CBRC's areas of inquiry and questions or recommendation for the board:

- Staffing, Title 1, and student impacts
- Equity funding and differentiated supports
- Blended classrooms
- Operations and central services
- Assessment alignment
- Absenteeism
- Enrollment
- Partnerships, innovation, and revenue
- Reserves and use of one time funds

Addendum

- Transparency and reporting
- Effective engagement of the CBRC
- Family engagement

Observations on Staffing and Student Impacts

This budget continues investments in practices it has identified as aligned with closing racial achievement gaps. We observe that while not entirely proportional, the school-based reductions of teaching FTE reflect enrollment declines, though because of Title 1 cuts, Title 1 schools which have higher staffing ratios have experienced greater reductions relative to enrollment declines.³

The superintendent's April 22 report to the board references 98% of PPS kindergarten through fifth grade classes are below class size targets. We would like to better understand how PPS determined class size targets and how these compare to the QEM targets. We note the continuation of significant variance in staffing reflected in school FTE per student (from 4.4 to 14.1 FTE per students at the kindergarten through fifth grade level for 2025-26⁴) and classroom size variance across the district.

While research is mixed on the value of *marginal reductions in class size above thresholds*, it is unclear how many PPS classrooms are already well above thresholds where reductions in class size would *not* be meaningful. We also note below in our discussion of enrollment that the board should take into account other considerations including student and family experience when funding for class size.

- **CBRC recommends PPS conduct and publicly report an analysis on class size and other benchmarking within the QEM at various school levels.**

³ Title schools average is less than 1% enrollment decline. Non-Title is a 4% decline. This is just looking at the drop from this school year to next, not longer-term projections. Staffing cuts - Title school average is 9.9% and non-Title school average is 8.1%. So even though non-Title 1 schools are decreasing enrollment by over four times that of the non-Title schools, they are on average receiving almost 2% fewer staff cuts than Title 1 schools.

⁴ 2025-26 Proposed Budget Book Volume 2, page 5

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/2025-26%20Proposed%20Budget%20Volume%202.pdf>

We believe benchmarking to the QEM will provide important context for the public, elected officials and the board, and could guide board decisions.

We appreciate the district's effort to preserve Special Education funding during a challenging budget cycle. SPED programs were not impacted, and continued to be resourced according to enrollment.

Title 1

Based on the anticipated 25% reduction in Title 1 funding the budget includes a corresponding reduction in Title 1 staffing, which disproportionately impacts schools with the highest percentages of historically underserved students. While we do not recommend directly backfilling these positions that are no longer funded with general or reserve funds, we recognize the disproportionate impact this reduction has on historically underserved students will make it more difficult to close racial achievement gaps.

We have observed that enrollment declines are very modest in Title 1 schools, while staffing cuts have been disproportionately greater. We want to express concern over the loss of classroom supports for students at Title 1 schools, especially for positions that provide direct support for literacy.

- **We recommend the district analyze the percentage of staffing reductions occurring at Title 1 vs. non-Title 1 schools to better assess equity impacts.**
- **The district should explore options to minimize impacts of staffing reductions at Title 1 schools,** so that staffing remains stable relative to enrollment.

Based on the finding we encourage the board to consider targeted investment directed at improving student outcomes at Title 1 schools such as targeted remediation or other high impact practices.

Focusing on outcomes particularly for historical underserved or underperforming schools is a focus on equity. We recommend strategies including funding and policies (for example, incentive pay for educators) directed to retaining and attracting great teachers to underperforming schools, not simply an additional percentage allocation, which is a component we see missing from this budget.

Impact to Student Supports

We also note that positions including High School Career Coordinators and Language Line Access staff are key student supports at both the school and central services level. We are concerned if these are eliminated these could limit access and disproportionately affect vulnerable students and families.

- Particularly with interpreters, **we recommend the board ensure there are avenues for families and students to initiate conversations and request interpreters** or ensure partnerships/coordination with community resources.

We note the reduction of Library Assistants last year, while districtwide, disproportionately affected vulnerable students and families.

Equity Funding and Differentiated Supports

In our review of equity funding and differentiated supports beyond Title 1, we observe that the proposed budget largely maintains the equity allocation and aligns with board goals. We observe that the budget maintains the 4% equity allocation, which aligns with board goals. However, applying a uniform 9% equity allocation across all high schools raises questions. Because all high schools receive the same equity bump regardless of the percentage of Combined Underserved students they serve, we question whether this approach supports the district's goal to close racial disparities in academic achievement.

However, we note an exception: the elimination of the 0.5 FTE position for the Talented and Gifted (TAG) program. This reduction follows a two-thirds reduction to the TAG budget in 2024–25. Under Oregon state law Programs services for students identified as TAG are required. Since PPS is currently under a Corrective Action Plan with the Oregon Department of Education, we are concerned about the district's ability to meet those obligations without dedicated staffing.

- **We recommend the district clarify how it intends to comply with state TAG requirements** and the Corrective Action Plan in the absence of a designated TAG coordinator or FTE.

Blended Classrooms and Staffing Strategy

In the 2025–26 budget, PPS proposes expanding by about 18 blended classrooms in 3rd/4th and 4th/5th grade configurations as a staffing strategy. Additional supports are required for these classes which operate with smaller class sizes and is unclear what the savings are or whether this is designed to enable significantly under-enrolled schools to continue to operate with the minimum class size of 15. We understand the desire to maintain smaller schools near enrollment thresholds and the importance to many families of attending a neighborhood school.

We would like to understand the plan for this solution, whether, given demographic trends, it is a stop gap or a part of a long term fiscal and educational strategy. The board should carefully consider whether this meets long-term instructional needs and long term costs of operating this model.

We note a significant rise in teacher overload pay—from \$1.7 million in 2021–22 to over \$4 million projected in 2025–26—which raises questions about the substitution of overload pay for hiring additional Educational Assistants (EAs) or the necessity of other enrollment balancing strategies.

We recommend the district:

- **Provide an analysis comparing the cost of overload pay to the cost of additional EAs or other in-class supports.**
- **Report the estimated savings created by increasing blended classrooms.**
- **Evaluate the educational effectiveness of blended classrooms** and how they impact student outcomes, particularly for students needing more individualized support.

Feedback from families and educators consistently highlights a preference for more adult support in classrooms, not fewer. If blends are necessary, we urge PPS to ensure strong classroom support and targeted resources.

We caution the district against deferring difficult decisions about school consolidations. A sustainable future requires clarity and long-term planning, not recurring short-term fixes. The board should weigh whether this strategy supports lasting educational quality or simply postpones structural issues.

Assessment Alignment and Cost Savings

NWEA's norm-referenced MAP assessments compare students to national norms rather than evaluating mastery of Oregon state standards. This creates a disconnect between assessment results and classroom instruction and reinforces a deficit-based mindset by design—ranking 50% of students below average regardless of actual achievement. This practice undermines the district's equity goals and conflicts with Oregon law (HB 2009), which requires the use of standards-aligned, criterion-referenced assessments.

Financially, the MAP contract represents a considerable and avoidable cost. PPS is spending \$655,000 over three years on a tool that does not meet legal or instructional alignment criteria—\$215,000 in the 2024–25 school year alone. In contrast, the Oregon Department of Education provides interim assessments at no cost, aligned to the standards teachers are required to teach.

- **We recommend the district discontinue the use of MAP assessments and adopt the free, standards-aligned interim assessment model provided by the Oregon Department of Education.**

Replacing MAP with these free state-provided assessments would ensure legal compliance, improve instructional coherence, better support equity efforts, and redirect funding toward higher-impact priorities.

Operational Efficiencies and Central Services

In our 2023 report, we noted the district had reduced central office spending by approximately \$55 million over the previous three years and recommended more transparent reporting on those reductions. This year's budget references a cut of 65 central office positions (p. 4), but it remains unclear how much central office spending has changed overall.⁵

We offer the following recommendations:

- **Provide detail on the specific types of central positions eliminated, and how these changes may affect school support and instructional services.**⁶
- **Disclose the total amount of cuts to central office spending in a way that is clearly separated from school-level reductions.**

Additionally, we note the introduction of a new senior administrative position with a salary range of \$224,000 to \$239,000, added in the same budget that eliminates 247 staff roles. A budget reflects values, and ***we ask the Board to consider whether this is the time to prioritize expanding senior leadership over other urgent student needs.***

Enrollment

The proposed budget protects core classroom staffing, which may help build family trust and stabilize enrollment. However, it is clear it will take concerted effort—not more of the same—to retain and win back families that have left the district.

⁵ Function 26000 (Central Support Services) was not clearly presented, and Function 2000 (Support Services—representing central and school-based supports) shows only a modest reduction—approximately \$2.2 million, or 0.5%, from \$453.7 million to \$451.5 million. This raises questions about where and how efficiencies are being achieved.

⁶It has been shared that specificity is not provided for central staff reductions in draft budgets for privacy reasons. We would note reductions at the school level offer a level of transparency that often makes the position subject to reduction identifiable and a similar standard should apply.

PPS faces the feedback loop—declining enrollment leads to budget cuts, which in turn reduce the quality of student experience and drive more families away. Keeping students in PPS—and bringing families back—requires more than budget balancing. It requires showing that PPS is a place where students thrive and families are supported. Reversing this trend requires a strategic focus on the in-class experience, family engagement and is also linked to proactive attendance strategies. See our discussion and recommendations for family engagement in the addendum.

It will take more than marketing, but ***demonstrating and communicating to families and our broader community the quality and value of PPS education.*** *This will be critical to both the near and long-term financial stability of PPS.*

As representatives of our communities we recommend:

- Developing messaging, possibly in partnership with community leaders, known alumni or public figures, to **highlight positive attributes and gains in student outcomes to rebuild family confidence.**
- **Conducting outreach to families by leveraging community partnerships**, referral networks and family testimonials that highlight strong classroom experiences including **Expanding on work closely with ELD and Early Learning Programs** to attract families earlier and retain them.
- **Marketing the value of PPS education—especially during times of economic uncertainty**, when private school tuition becomes less feasible for many families.
- **Considering a pilot of exit interviews with withdrawing families**, to understand the reasons families are choosing to leave public school.
- **Reviewing and sharing transparent enrollment building strategies**, supported by data and measurable outcomes.

Attendance and Addressing Chronic Absenteeism

Chronic absenteeism is one of the most urgent challenges facing PPS and a major driver of the district’s widening achievement gap. Post-pandemic, Portland is lagging behind national trends in attendance recovery. We are encouraged to see this issue named as a priority in the superintendent’s proposed budget; however, the connection between stated priorities and actual funding remains unclear.

While chronic absenteeism is named as a concern, the budget maintains flat or reduced funding for key roles that directly impact attendance and long-term enrollment—including attendance specialists, social workers, and school librarians, the latter of which face cuts in 2024–25. These roles are essential to student engagement and school connection, particularly for those most at risk of disengaging.

We recommend:

- Prioritizing restoration and protection of roles proven to impact attendance and engagement, such as social workers, counselors and librarians for new funds.

Implementing no, low or cost-saving initiatives:

- **Changing the school calendar to dramatically decrease the percentage of shortened weeks.** The 2024-25 instructional calendar chops up school weeks with early release days and non-instructional days so that PPS students only attend 16 five-day

weeks out of 38 weeks of school, 42%. Short weeks have been linked to chronic absenteeism and may contribute to achievement gaps.

- **Launching a short-term “Attendance Matters” campaign** alongside deeper re-engagement efforts with students who have withdrawn or are chronically absent.
- **Exploring evidence-based strategies** to improve attendance, such as offering **breakfast during the first period** rather than before school—a model shown in some studies to reduce tardiness, improve attendance and potentially reduce unreimbursed nutrition costs.
- **Continuing efforts to evaluate and work to lower barriers for reentry** for dropouts and students who left due to life circumstances.

In the long-term as funds are available, we urge the district to invest in:

- **Sustaining and growing in-school wraparound services** that address non-academic barriers to learning.
- **Lengthening the school year** to support student learning.
- **Positioning schools as hubs of support, possibly partnering with other government agencies** or non-profits—offering academic, social, health and emotional services that increase student engagement and attendance.

2025 Capital Bond

The proposed budget assumes passage of a new \$1.83 billion, eight-year capital bond to be voted on in May 2025, and if the bond fails, the district may face critical facilities needs that could strain the general fund.

We recognize that modern, safe, and well-equipped school facilities support all board goals—especially those related to academic readiness, CTE, science, and technology learning. Safe and modern buildings can also improve attendance and student well-being.

We support the bond’s intent but recommend the board:

- **Ensure that implementation of modernization projects included in the bond is thoroughly reviewed**, with transparent adjustments made in response to prior board guidance and community input.
- **Clearly communicate to the public the process and outcome of project scopes revisions** to protect core instructional resources.
- **Make every effort to stay within cost estimates** and use funds to benefit the greatest number of students covered by the scope of projects.

Non-bond allocations for capital expenditures like the \$2.5 million spent in March 2024 to replace bleachers at Roosevelt High School, rather than including the project in the next bond, ***are no longer feasible and have contributed to current shortfalls***. The board should be forward-looking and ensure that capital investments align with long-term enrollment trends and fiscal sustainability.

Revenue Diversification and Innovation

Portland Public Schools continues to rely heavily on traditional funding sources, which leaves the district vulnerable to economic shifts, enrollment declines, and rising operational costs. While advocacy for increased state funding is important, the district must also take more proactive steps to diversify its revenue base and reduce overdependence on a narrow set of resources.

Based on guidance from Governor Kotek and the Legislature, large increases in state school funding—enough to close the district’s projected budget shortfalls—seem unlikely. Given this context, we recommend the board pursue a proactive and diversified strategy to generate long-term, supplemental revenue in addition to necessary budget restructuring strategies.

As the district navigates ongoing cost pressures, it must explore diversified and sustainable funding streams.

We recommend the district explore and pilot alternative models that can bring both financial stability and broader community benefit. These include:

- Public-private partnerships that support infrastructure upgrades, technology integration, or school-based health services.
- Shared services or cooperative agreements with local agencies and government bodies.
- Co-location models that bring in universities, cultural institutions, or workforce development partners.
- Creative land use strategies such as solar installations, community gardens, or limited development agreements where appropriate.

These ideas are not new and have been raised consistently by CBRC members. What is needed now is visible action, timelines, and public accountability. PPS has a chance to lead by designing innovative, community-rooted models that reflect Portland’s values and meet the moment with courage and creativity.

We support the district’s plan to increase Civic Use of Buildings (CUB) revenue from \$100,000 to \$250,000 next year. This is a modest but meaningful step.

- We further recommend the **district pursue opportunities to lease two currently unused school buildings and underutilized portions of other district properties.**

Doing so may require limited investment to bring facilities to rentable condition, but the long-term revenue and community use benefits make this a worthwhile pursuit.

Pursue Public-Private Partnerships and Strategic Asset Sales

We encourage the board to explore public-private partnerships as a means to enhance infrastructure and programming. Examples of promising partnerships include:

- Tech and university collaborations (e.g., Faubion-style partnerships)
- Infrastructure upgrades through private investment
- Health care partnerships that reduce absenteeism and improve student well-being
- Renewable energy initiatives such as solar installations or cell tower leases (site-dependent)
- Affordable housing or mixed-use development on PPS-owned land via city development agreements or TIF district participation

Asset Management

PPS holds significant physical assets that require both immediate upkeep and long-term strategic vision. Thirty-eight schools were built before 1930, and many still rely on building systems installed during their original construction, which along with deferred maintenance has led to a \$1 billion maintenance backlog. These systems are operating far beyond their intended design life, increasing the risk of failure and driving up maintenance and energy costs

While **we urge caution in permanently selling school properties**—as these are public assets that, once sold, are unlikely to return—**we support the strategic sale of assets that are not viable for future educational use due to costly upgrade requirements.** For example, the sale of properties like the Dixon Street site could be considered, provided proceeds are reinvested in core educational priorities.

- Leases or shared-use agreements with community-based organizations.
- Facility co-location with nonprofits, early learning centers, or service providers.
- Time-bound development partnerships that retain district interests and meet community needs.

We recognize that property sales can be controversial, especially when historical ties and community needs intersect. Any such consideration must be guided by a transparent, community-first process and reinvested into educational quality and access.

These opportunities should be guided by community input and aligned with PPS's core mission of serving students and families. Partnerships that improve facilities, expand services, and increase enrollment should be prioritized.

Conclusion The district must be innovative and strategic in its approach to long-term fiscal health. Identifying and responsibly leveraging district assets and community partnerships will be essential to weathering fiscal constraints and building a stronger foundation for future generations.

Reserves and One-Time Spending

The CBRC continues to recommend that the district maintain reserves above the 5% minimum required by board policy. Last year, the superintendent substantially drew down reserves leaving PPS at the minimum 5% threshold. While the strategic use of general or reserve funds can temporarily sustain valuable programs and delay painful permanent cuts, it also significantly reduces the district's ability to respond to emergencies or unanticipated events—such as the 2024 ice storms, which forced widespread school closures and caused significant facility damage.

The proposed budget continues the use of one-time general funds to sustain programs originally supported by ESSER and other pandemic-related relief, such as instructional coaches and universal free lunch⁷. While we do not wish to single out these initiatives, shifting costs supported to one-time funds to general funds without new revenue only deepens the structural deficit. The district cannot afford to make temporary programs permanent without permanent funding.

Accordingly, we make the following recommendations:

⁷ The budget report notes that the district "served 4,735,732 breakfasts, lunches, and after school suppers." This is a slight increase from last year (4,437,685, or a 6.7 percent increase). Proposed spending for these food services has increased accordingly, from \$25,275,000 to \$28,638,000. However, when expressing these spending amounts relative to the number of enrolled students, we see a larger increase: average daily enrollment (ADMr) was 43,302 in 2024-2025 and is projected to be 42,281 for 2025-2026. Thus, the costs per ADMr will increase from \$583.69 to \$677.33, which is a 16 percent increase.

- **Avoid using one-time reserves or general funds to close the budget shortfall** unless the expenditure has a clear exit strategy or leads to long-term cost reductions or revenue gains.
- We recommend that **if House Bill 3435 is enacted the district allocate the resulting state nutrition funds to replenish reserves**, rather than backfilling previously planned spending.
- **Commit to a plan to gradually rebuild reserves** above 5% to ensure operational flexibility, reduce borrowing costs and protect against future volatility in state funding, health care, PERS or other large budget drivers.

We urge the board to take a long-term view and resist balancing this budget in ways that will deepen structural imbalances in future years. Reserves are not a solution to chronic underfunding—they are the district’s safety net.

The choices before the board are not easy, but even in this difficult financial climate, there is a path forward. With clearer priorities, community collaboration and a long-term plan rooted in equity and sustainability, PPS can rebuild trust, reinvest in what matters most, and move closer to delivering the high-quality education that every student deserves. We appreciate the opportunity to bring the perspectives of our diverse communities and offer the board our recommendations for the budget and future of our school district.

We believe in the value of public education.

Appreciation

CBRC has welcomed the opportunity to work in concert with the district during this process. We recognize the difficult budgeting decisions and investments that the district needs to make to have a budget reflective of the overall PPS community. CBRC is appreciative of the district’s efforts to continue growing and learning with students, staff, and community members to create a budget that is increasingly more reflective of its own mission of racial equity, inclusion, rigor and high quality academic learning.

The following CBRC members respectfully submit this report to the PPS Board of Education:

Caitlin Bice (Student Member)
 Minyana Bishop
 Karanja Crews
 Aaron Cronan
 Mariah Hudson (Chair)
 Dashiell Elliott
 Tasz Ferguson
 Paul Freese
 Jen Grey-O'Connor
 Grace Groom
 Natan Hadgu (Student Member)
 Sonya Harvey
 Stephan Lindner
 Adriel Person (Vice-Chair)

Addendum

Transparency, CBRC Engagement, and Public Engagement

The way financial information is presented also impacts public understanding and trust. The proposed 15% decrease in the total budget—from \$2.39 billion to \$2.04 billion—**can appear alarming and can be misleading without proper context**. Transparency in explaining these distinctions is essential.

In reality, this change primarily reflects the planned completion of one-time bond-funded construction projects. **The core operating budget, particularly the general fund, is both stable and flat**, increasing slightly from \$1.366 billion to \$1.391 billion.

However, this important distinction is not clearly communicated in public-facing documents.

To avoid confusion and ensure transparency, we recommend:

- Presenting budget summaries that clearly differentiate ongoing operational funds from one-time or capital funds
- Explaining what is included in vague categories such as “All Other Budget Resources”
- Avoiding language or visuals that suggest deep cuts when the general fund remains stable

Effective Engagement if the CBRC and Review Timeline

The CBRC’s ability to provide meaningful feedback is directly tied to how and when budget materials are shared. This year, as in years past, the committee received just nine days to analyze more than 500 pages of budget content. This timeline severely limits the depth and quality of feedback that a volunteer advisory group can provide. In our last report, we noted the need for more time. That recommendation remains unaddressed.

To strengthen community oversight and allow for more robust analysis, we recommend:

- Releasing a draft of the proposed budget to the CBRC at least two weeks before the formal release
- Alternatively, beginning the review process earlier in the spring so members can engage more fully
- Including a plain-language summary of key year-over-year changes and contextual explanations for major shifts
- Share information transparently on program performance to allow for evaluation

Taken together, clearer timelines, more accessible financial summaries, and better contextual framing will significantly improve how the community engages with the budget. These changes are necessary to ensure the CBRC can fulfill its advisory role and the public can understand how resources are being allocated.

PPS Reputation and Family Engagement

The repeated pattern of budget cuts, rising class sizes, and delayed investments has taken a toll on how families and the broader public view Portland Public Schools. Confidence in the district's ability to provide a stable, high-quality education is weakening, particularly among those who have historically been underserved.

While the district's engagement summary cites 3,929 total responses, only 202 were tied to the key budget feedback form, and just 56 of those came from certified educators. For a district serving over 45,000 students, these numbers highlight a major gap in representative engagement.

Families need more than announcements and surveys. They need to see that their input is being heard, valued, and acted upon. Engagement efforts must go beyond compliance and reflect a sincere effort to rebuild trust. This includes:

- Disaggregating engagement data to show how perspectives vary by role, race, language, and neighborhood.
- Clarifying how input from external community members is weighted and applied in decision-making.
- Expanding outreach efforts to include families who may not have digital access or language familiarity.
- Being transparent about how survey results and public comments are integrated into budget and programmatic decisions.
- Families may benefit from more specific information about outcomes associated with PPS strategic investments impacting their students, for example, curriculum adoption and other student-facing programs.

When families feel ignored or tokenized, they leave. Restoring trust will take intentional work, stronger communication, and a cultural shift that treats families as partners rather than passive recipients.

Data Transparency and Use

Data is one of the district's most powerful tools, but only when it is used transparently and interpreted in context. Throughout this budget cycle, CBRC raised repeated questions about how community input was gathered, who responded, and how those responses were disaggregated by role or demographic group. Unfortunately, much of that information remained generalized or inaccessible.

We encourage PPS to strengthen its data practices by:

- Publishing disaggregated survey data that clearly shows distinctions between parents, educators, students, and community members.
- Ensuring that internal staff responses are not conflated with external community engagement in public reporting.
- Including context about sample size and representativeness when reporting survey results.
- Sharing back findings with the community in plain language so stakeholders can see how their feedback shaped decisions.

The district has made efforts to engage with community voices, but these efforts must be paired with consistent follow-through. Transparency in how data is shared and applied is critical to building trust and ensuring decisions reflect the full scope of community needs.

The CBRC finds that the current format of the budget document makes meaningful analysis challenging.

Year-over-year comparisons only show raw dollar figures, requiring readers to manually calculate percentage changes and trends. This adds unnecessary complexity and increases the likelihood of errors.

To enhance transparency and usability, we recommend:

- Including percentage changes and trend indicators alongside raw numbers.
- Exploring the use of landscape formatting or a supplemental volume, similar to Volume 2, for the financial data.
- Publishing a spreadsheet version of the budget data so stakeholders can sort, filter, and analyze more efficiently.

**Portland Public Schools
Community Budget Review Committee Annual Local Option Levy Review
May 6, 2025**

Overview

The Community Budget Review Committee (CBRC) conducted its annual review of Portland Public Schools' (PPS) expenditures of Local Option Levy (Levy) funds. Renewed in May 2024 through Measure 26-246, the Levy requires independent community oversight to ensure that funds are used for their intended purposes. This review includes actual revenue and expenditures from 2023–24 and projected figures for 2024–25, along with trend data through 2025–26.

The Local Option Levy is a vital funding source for PPS, projected to account for 13 percent of the General Fund in the 2025–26 school year. As a property tax based on assessed value, Levy revenue is shaped by real market conditions within the PPS taxing district and constrained by Measure 5 tax limits, also known as compression. While revenue from the Levy has generally increased from \$97.4 million in 2019–20 to a projected \$109.2 million in 2025–26, rising personnel costs have significantly reduced the number of teachers that can be funded with this revenue.

CBRC examined how Levy funds support the three voter-approved goals:

- Maintain and lower class sizes to support more individualized attention for students.
- Provide a well-rounded education, including enrichments for elementary and middle grades and a range of electives for high school students.
- Fund approximately 660 teaching positions annually.

Findings

CBRC finds that Levy funds have been used in accordance with Measure 26-246 and continue to support teaching and classroom positions across the district.

As of April 1, 2025, PPS had received \$104.6 million in Levy revenue for the 2024–25 school year. With an average teacher cost of \$141,000, Levy funds are projected to support 744 teaching positions. This is consistent with the previous year but represents a significant decline from earlier years. In 2019–20, Levy funds supported over 916 teachers. That number is projected to fall to approximately 718 by 2025–26, a 22 percent decrease over seven years.

The primary driver of this reduction is not a loss of revenue but a steady rise in personnel costs. The average teacher cost has increased from \$106,000 in 2019–20 to a projected \$152,000 in 2025–26. Consequently, the percentage of licensed staff funded by the Levy has dropped from nearly 27 percent to just under 22 percent during the same period.

Despite this challenge, Levy funds continue to play a critical role in PPS's ability to provide stable staffing and academic offerings. They support:

- Smaller class sizes than would be possible through state funding alone.
- Career and technical education (CTE), STEM, and computer science instruction.
- Enrichments and electives that contribute to a well-rounded education.

- Academic supports such as reading specialists and intervention staff.
- Staffing allocations across every PPS school, maintaining equitable access.

PPS continues to manage Levy funds through a dedicated sub-account within the General Fund, ensuring the dollars are used exclusively for teaching salaries and benefits, in accordance with voter expectations.

CBRC appreciates the community’s support of the Levy and commends the district for continued compliance with its requirements.

Recommendations and Opportunities for Growth

CBRC reaffirms that PPS is following the intent of the Levy and offers the following recommendations to increase clarity, equity, and sustainability:

- Provide an annual breakdown of Levy-funded positions by school, role type, and alignment to district goals.
- Develop a public-facing dashboard that tracks Levy spending, teacher funding trends, and overall impact.
- Gather feedback from staff and students on the effect of Levy-funded roles on school climate and academic recovery.
- Create a five-year sustainability plan that anticipates cost growth and identifies strategies to avoid steep staffing reductions in future budget years.

These recommendations are offered in support of PPS’s ongoing efforts to advance student achievement and equitable access to learning opportunities.

Upcoming Considerations

While the passage of Measure 26-246 extends the Levy’s impact, CBRC notes with concern that the number of teaching positions funded by the Levy is projected to continue declining unless revenue growth accelerates or personnel costs stabilize. Without intervention, PPS could lose nearly one-quarter of its Levy-funded teaching positions by 2025–26 compared to 2019–20.

We urge the district to plan proactively and communicate clearly with the public about the sustainability of this critical funding source.

Submitted by the Community Budget Review Committee to the PPS Board of Education

Caitlin Bice (Student Member)
 Minyana Bishop
 Karanja Crews
 Aaron Cronan
 Mariah Hudson (Chair)
 Dashiell Elliott
 Tasz Ferguson
 Paul Freese

Jen Grey-O'Connor
 Grace Groom
 Natan Hadgu (Student Member)
 Sonya Harvey
 Stephan Lindner
 Adriel Person (Vice-Chair)

Portland Public Schools Community Budget Review Committee

2025-26 Annual Budget Reports
Presented to the Board of Education
May 6, 2025

Background on CBRC

Community Budget Review Committee (CBRC) reviews, evaluates and makes recommendations to the board regarding the Superintendent's Proposed Budget and local levy funds and provides a vital connection between the district and school students and families.

Purpose and Focus Analysis of Budget Alignment with Board Goals

1. Third-grade Reading
2. Fifth-grade Mathematics
3. Eighth-grade Readiness
4. High School Graduation

CBRC Core Messages for 2025-26

- Mitigating the direct impact of reductions on students and classroom staff is a top priority for the communities CBRC represents.
- Without a structural plan that spans several years, PPS risks drifting further into austerity while losing sight of its goals for equity, excellence, and innovation.

Long-Term Outlook

- PPS must **reassess its priorities** and determine what is **truly essential and feasible**.
- CBRC urges the board to consider more targeted **structural reductions**.
- CBRC supports **advocacy with the legislature to fund Oregon districts at the Quality Education Model (QEM) level** to provide additional revenue as PPS transitions to a more sustainable model.

Areas of Inquiry and Recommendations

Observations on Staffing and Student Impacts

- This **budget continues investments** identified as **aligned with closing racial achievement gaps**.
- CBRC observes that the **school-based reductions of teaching FTE reflect enrollment declines**, though **Title 1 schools have experienced greater reductions relative to enrollment declines**.
- CBRC appreciates the effort to preserve Special Education funding during a challenging budget cycle.
- CBRC notes the **continuation of significant variance in staffing** reflected in school FTE per student.

Recommendation:

- CBRC recommends **PPS conduct and publicly report an analysis on class size and other benchmarking within the QEM at various school levels**.

Title 1

Based on the **anticipated 25% reduction in Title 1 funding** the budget **disproportionately impacts schools with the highest percentages of historically underserved students.**

Recommendations:

- **We recommend the district analyze the percentage of staffing reductions occurring at Title 1 vs. non-Title 1 schools to better assess equity impacts.**
- **The district should explore options to minimize impacts of staffing reductions at Title 1 schools, so that staffing remains stable relative to enrollment.**

Based on the finding we encourage the board to **consider targeted investment directed at improving student outcomes at Title 1 schools** such as targeted remediation or other high impact practices.

Impact to Student Supports

CBRC notes that positions including High School Career Coordinators and Language Line Access staff are key student supports.

Recommendation:

- We recommend the board ensure there are avenues for families and students to **initiate conversations and request interpreters** or ensure partnerships/coordination with community resources.

Equity Funding and Differentiated Supports

While the budget maintains the 4% equity allocation aligned with board goals, the proposed uniform 9% equity allocation across all high schools raises questions about whether this approach effectively supports the district's goal to close racial disparities in academic achievement.

We note the elimination of the 0.5 FTE position for the Talented and Gifted (TAG) program. This reduction follows a two-thirds reduction to the TAG budget in 2024–25.

Recommendation:

- We recommend the district **clarify how it intends to comply** with state TAG requirements and the Corrective Action Plan in the absence of a designated TAG coordinator or FTE.

Blended Classrooms and Staffing Strategy

PPS proposes expanding blended classrooms in 3rd/4th and 4th/5th grade configurations as a staffing strategy.

Recommendation:

- Provide an **analysis comparing the cost of overload pay to the cost of additional EAs or other in-class supports.**
- **Report the estimated savings created by increasing blended classrooms.**
- Evaluate the educational **effectiveness of blended classrooms** and how they impact student outcomes, particularly for students needing more individualized support.

Assessment Alignment and Cost Savings

NWEA's MAP assessments compare students to national norms, not Oregon standards. This disconnect impacts instruction and can create a deficit-based mindset, as 50% of students will rank below average. This practice conflicts with our district's equity goals and Oregon law (HB 2009), which mandates standards-aligned assessments.

Recommendations:

- We recommend the **district discontinue the use of MAP assessments and adopt the free, standards-aligned interim assessment model provided by the Oregon Department of Education.**

Replacing MAP with these free state-provided assessments would **ensure legal compliance, improve instructional coherence, better support equity efforts, and redirect funding toward higher-impact priorities.**

Operational Efficiencies and Central Services

Although Central Office reductions have been described over multiple years, it is unclear how much central office spending has changed overall and what the impact of the reductions has been.

Recommendations:

- Provide detail on the **specific types of central positions eliminated, and how these changes may affect school support and instructional services.**
- **Disclose the total amount of cuts to central office spending** in a way that is clearly separated from school-level reductions.

We note the addition of senior administrative positions and ask the Board to consider whether this is the time to prioritize expanding senior leadership over other urgent student needs.

Enrollment

Demonstrating the quality and value of PPS education to families and the wider community is critical for our near- and long-term financial stability.

Recommendations:

- Developing messaging to highlight positive attributes and gains in student outcomes to rebuild family confidence.
- Conducting outreach to families by leveraging community partnerships, referral networks and family testimonials that highlight strong classroom experiences.
- Marketing the value of PPS education—especially during times of economic uncertainty.
- Considering a pilot of exit interviews with withdrawing families, to understand the reasons families are choosing to leave public school.
- Reviewing and sharing transparent enrollment building strategies, supported by data and measurable outcomes.

Attendance and Addressing Chronic Absenteeism

Recommendations:

- Prioritizing restoration and protection of roles proven to impact attendance and engagement, such as social workers, counselors and librarians for new funds.
- Implementing no, low or cost-saving initiatives:
 - Changing the school calendar to dramatically decrease the percentage of shortened weeks. The 2024-25 instructional calendar chops up school weeks with early release days and non-instructional days so that PPS students only attend 16 five-day weeks out of 38 weeks of school, 42%. Short weeks have been linked to chronic absenteeism and may contribute to achievement gaps.
 - Launching a short-term “Attendance Matters” campaign alongside deeper re-engagement efforts with students who have withdrawn or are chronically absent.
 - Exploring evidence-based strategies to improve attendance, such as offering breakfast during the first period rather than before school—a model shown in some studies to reduce tardiness, improve attendance and potentially reduce unreimbursed nutrition costs.
 - Continuing efforts to evaluate and work to lower barriers for reentry for dropouts and students who left due to life circumstances.

In the long-term as funds are available, we urge the district to invest in:

- Sustaining and growing in-school wraparound services that address non-academic barriers to learning.
- Lengthening the school year to support student learning.
- Positioning schools as hubs of support, possibly partnering with other government agencies or non-profits—offering academic, social, health and emotional services that increase student engagement and attendance.

2025 Capital Bond

Recommendations:

- **Ensure that implementation of modernization projects included in the bond is thoroughly reviewed**, with transparent adjustments made in response to prior board guidance and community input.
- **Clearly communicate to the public** the process and outcome of project scopes revisions to protect core instructional resources.
- Make every effort to **stay within cost estimates and use funds to benefit the greatest number of students** covered by the scope of projects.

Revenue Diversification and Innovation

The district must be innovative and strategic in its approach to long-term fiscal health. **Identifying and responsibly leveraging district assets and community partnerships will be essential to weathering fiscal constraints and building a stronger foundation for future generations.**

Recommendations:

- Explore and pilot alternative models for both financial stability and broader community benefit.
- Pursue opportunities to lease unused school buildings and underutilized portions of properties.
- Explore public-private partnerships as a means to enhance infrastructure and programming.

We urge caution in permanently selling school properties—as these are public assets that, once sold, are unlikely to return—we support the strategic sale of assets that are not viable for future educational use due to costly upgrade requirements.

Reserves and One-Time Spending

We urge the board to take a long-term view and resist balancing this budget in ways that will deepen structural imbalances in future years. Reserves are not a solution to chronic underfunding—they are the district's safety net.

Recommendations:

- **Avoid using one-time reserves or general funds to close the budget shortfall** unless the expenditure has a clear exit strategy or leads to long-term cost reductions or revenue gains.
- **We recommend that if House Bill 3435 is enacted the district allocate the resulting state nutrition funds to replenish reserves**, rather than backfilling previously planned spending.
- **Commit to a plan to gradually rebuild reserves above 5%** to ensure operational flexibility, reduce borrowing costs and protect against future volatility in state funding, health care, PERS or other large budget drivers.

Local Option Levy Review

Local Option Levy Review

CBRC finds that Levy funds have been used in accordance with Measure 26-246 and continue to support teaching and classroom positions across the district.

- In the current year, PPS has received **\$104.6 million in Levy revenue** and supports about **744 teaching positions**.
- In 2019–20, Levy funds supported over 916 teachers. That number is projected to fall to approximately 718 by 2025–26, a **22 % decrease over seven years**. The primary driver of this reduction is not a loss of revenue but a steady rise in personnel costs.

Recommendations to increase clarity, equity, and sustainability:

- Provide an annual breakdown of Levy-funded positions by school, role type, and alignment to district goals.
- Develop a public-facing dashboard that tracks Levy spending, teacher funding trends, and overall impact.
- Gather feedback from staff and students on the effect of Levy-funded roles on school climate and academic recovery.
- Create a five-year sustainability plan that anticipates cost growth and identifies strategies to avoid steep staffing reductions in future budget years.

CBRC Members

Caitlin Bice (Student Member)
Minyana Bishop
Karanja Crews
Aaron Cronan
Mariah Hudson (Chair)
Dashiell Elliott
Tasz Ferguson
Paul Freese
Jen Grey-O'Connor
Grace Groom
Natan Hadgu (Student Member)
Sonya Harvey
Stephan Lindner
Adriel Person (Vice-Chair)

Questions & Discussion

Resolution No. 7109

Urgent Need for Seismic Retrofitting of High-Risk School Buildings

The Portland Public School Board finds the following:

- A. Most Portland Public Schools (PPS) facilities were constructed decades ago (with the majority built over 75 years ago) and are in need of critical repairs, improvements and upgrades to essential building systems, including roofs, plumbing, electrical, and HVAC heating and cooling systems. Most Portland schools were built well before modern health and safety standards, and continued improvements, replacements, and upgrades are needed to remove and remediate hazardous substances, systems and infrastructure.
- B. In addition, most PPS schools were built before modern seismic building codes, leaving many school buildings structurally vulnerable to serious damage or collapse in a major earthquake.
- C. The May 2025 Bond includes an \$190 million allocation Physical Facility Improvements intended to address deferred maintenance, ongoing capital renewal and priority scope improvements.
- D. In addition, Board Resolution 7051 directed the Superintendent to have the Office of School Modernization along with the three Design Advisory Groups at Jefferson High School, Cleveland High School and Ida B. Wells High School analyze and recommend cost reductions in the design and construction recommendations to reduce the cost of the high school modernizations and to use the cost savings for critical improvements, repairs and updates in the school district's elementary and middle.
- E. In response to that resolution, district staff and the Design Advisory Groups have undertaken work to reduce the cost of the schools and in an April 7th Staff Memo to the Board said: The current combined estimated total project cost ranges from \$1.348 billion to \$1.380 billion. Of this, \$406 million is funded through the 2020 General Obligation (GO) Bond. As a result, the remaining funding required for the projects is between \$942 million and \$974 million. The proposed 2025 GO Bond allocates \$1.150 billion for modernization projects, **leaving a balance between \$176 and \$208 million for additional modernization initiatives.**"
- F. The Portland area faces a significant seismic threat from the Cascadia Subduction Zone – a major offshore fault capable of producing catastrophic earthquakes – and the Oregon Department of Emergency Management has estimated there is roughly a 37% *chance* of a Cascadia megaquake occurring in the Pacific Northwest within the next 50 years.
- G. Numerous PPS school buildings are of unreinforced masonry (URM) construction – the type of structure most prone to failure during strong shaking – and a recent

District seismic assessment identified certain schools as high-risk URM sites that pose a significant risk to students and staff who occupy them.

- H. Structural engineering experts have warned that these URM school buildings are “definitely not safe for large earthquakes” and could even suffer catastrophic collapse in a moderate earthquake (not only during a “big one”), threatening the lives and safety of children and educators.
- I. Many parents, staff, and community members have voiced deep concern about the seismic safety of our schools, underscoring that the community expects urgent action to seismically upgrade many District school buildings and to protect our children.
- J. Over the past decade Portland voters have repeatedly supported school safety and modernization through bond measures in **2012, 2017, and 2020**, which authorized \$482 million, \$790 million, and \$1.2 billion respectively for capital improvements; these bonds – along with additional support from the state’s Seismic Rehabilitation Grant Program – have funded the rebuilding or full seismic retrofit of several schools (including Franklin, Grant, and Roosevelt High Schools, and Alameda, Lewis, and Kellogg schools), significantly improving their earthquake resilience.
- K. Bond-funded improvement projects in recent years have also included incremental seismic upgrades at schools districtwide (for example, repairing or replacing aging roofs and anchoring them with seismic bracing); however, such partial measures are not equivalent to full seismic reinforcement, so many PPS school buildings still require comprehensive seismic retrofitting.
- L. Despite the progress made to date, dozens of PPS school facilities remain seismically deficient or rated “poor” in expected earthquake performance.
- M. In May 2025 the Board is presenting District voters with a proposed \$1.8 billion school bond measure – the largest in PPS history – to continue rebuilding and updating aging schools, which includes the planned modernization of ClevelandId and; Ida B Wells High Schools as well as the completion of Jefferson High School; and It provides capacity for additional health, safety, and maintenance projects: This bond, if approved, would offer an important opportunity to fund seismic upgrades at high-risk schools as part of the broader capital program.
- N. PPS has already conducted a **comprehensive seismic re-assessment** in 2024 of all school buildings, and will have additional evaluations and cost estimates to bring structures up to current seismic code where needed. This data-driven assessment allows the District to identify and prioritize the most at-risk school facilities for retrofitting in an informed and transparent manner.
- O. Clear criteria and planning for seismic retrofits are essential to ensure that limited resources address the highest-risk buildings first.

- P. The Board is committed to open and transparent decision-making in addressing facility safety needs, and has emphasized publicly that tough trade-offs may be required (for example, potentially deferring other facility upgrades like HVAC improvements or sustainability goals in order to prioritize critical seismic work). Such decisions will continue to be discussed in public forums so the community can understand and contribute to the process.
- Q. The Board further acknowledges that seismic safety is an equity issue: **every** student, regardless of zip code or background, deserves to attend a seismically safe school. Schools serving historically underserved communities must not be left at greater risk, and equity considerations will inform the prioritization and implementation of all seismic improvements so that all PPS students and staff enjoy equal protection from earthquake hazards.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Portland Public Schools hereby:

1. **Declares** that the identification, mitigation, and seismic retrofitting of high-risk school buildings is an urgent district priority and a fundamental part of the district's duty to provide a safe learning environment. The Board affirms its commitment to take necessary steps to protect the lives and well-being of students and staff by substantially improving the seismic safety of all school facilities.
2. **Directs** the Superintendent (or designee) to develop and present a comprehensive districtwide **Seismic Risk Reduction Plan**. This plan shall utilize the latest seismic assessment data to identify all school facilities in need of seismic strengthening and shall prioritize retrofit projects based on objective risk factors (such as building structural ratings, construction type, and student occupancy levels), as well as equity considerations (e.g. the needs of vulnerable populations). The plan will outline a multi-year schedule or sequence for retrofitting the identified high-risk buildings and include cost estimates and potential funding strategies for each phase. The Superintendent shall deliver this plan to the Board in a timely manner, and no later than September 1, 2025.
3. **Commits** to prioritizing seismic upgrades in the District's capital improvement strategy, including the current 2025 bond program. **If the 2025 bond measure is approved by voters**, \$190 million in the bond is allocated for Physical Facility Improvements intended to address deferred maintenance, ongoing capital renewal and priority scope improvements; There has also been \$176 - \$208 million in funds identified as potentially been available due to cost saving from the high school modernizations, for a potential total of approximately \$366-398 million. From the available funds, the Board directs that the District will allocate the necessary funds to initiate and complete seismic retrofits or rebuilds at the highest-priority sites identified in the Seismic Risk Reduction Plan in accordance with this allocation methodology:

- a. PPS will first establish a reserve fund necessary for emergency, system end-of-useful life replacement and unplanned projects to respond to imminent or risks to students or PPS personnel, assumed to be in the range of \$100 million over the life of the bond.
 - b. Beyond the funds needed for that reserve, there shall be a default presumption that the first and highest use of funds available to address critical repairs and improvements at middle and elementary schools is to mitigate the seismic deficiencies at the 8-10 schools assessed to pose the greatest risk of injury or death in a significant seismic event. PPS management may seek approval of the PPS School Board to deviate from the default presumption upon a written showing of impracticality, demonstrable need, or reasonable evidence that alternate expenditures of funds are necessary for the health and safety of PPS students and staff. If the District determines that any of the 8-10 schools assessed to pose the greatest risk should be replaced entirely, any plan to build new schools or consolidate existing schools will be determined by the District's closure and consolidation policy and process.
 - c. All remaining funds available for use to address critical repairs and improvements at middle and elementary schools shall be expended based on the District's critical repair prioritization.
4. Furthermore, the Board calls on future Boards to continue to prioritize seismic upgrades in **future capital bond measures** developed by PPS and shall continue to prioritize funding provisions to continue the work of seismic retrofitting until every high-risk school building in the district has been upgraded or replaced to meet modern seismic safety standards.
5. **Directs** the District to continue its aggressive pursuit of **state and federal funding** opportunities to support school seismic upgrades, in order to supplement local bond funds and accelerate the retrofitting program.
6. The Board also urges the District's administration to advocate for increased state and federal investment in school seismic safety, including any legislative efforts that would provide funding or mandates to improve the resiliency of public school buildings.
7. The Board directs the Superintendent (or designee) to ensure that the planning and implementation of seismic retrofit projects will be carried out with full **transparency** and an **equity-focused approach**, in partnership with the community. The District shall publicly share the findings of the seismic risk assessments and keep families, staff, and the broader community informed about upcoming seismic projects and their timelines.
8. The process for determining the sequence of school retrofits will be clearly communicated and based on the established criteria (risk level, urgency, equity impact, etc.), with opportunities for community input so that stakeholders' voices

are heard. The Board directs the Superintendent to provide regular progress reports, preferably quarterly, on the status of seismic improvements – including work completed, work in progress, funding used, and any adjustments to the schedule – at Board meetings open to the public. In doing so, the Board will support ongoing accountability, build public trust, and uphold our community-centered responsibility to make every Portland public school a safe place to learn and work.

BE IT FURTHER RESOLVED that this resolution shall become effective immediately upon its adoption, and the Board of Education shall monitor and support its implementation to reaffirm that the safety of our students and staff remains the highest priority in Portland Public Schools.



PORTLAND PUBLIC SCHOOLS

OFFICE OF OPERATIONS

501 North Dixon Street / Portland, OR 97227

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Mailing Address: P. O. Box 3107 / 97208-3107

STAFF MEMO

Date: May 3, 2025

To: Board of Education

From: Dan Jung, Chief Operating Officer

Subject: Seismic

The average PPS school is approximately 76 years old, with most buildings constructed long before modern seismic resilience codes were established. As a result, the majority of PPS schools do not currently meet today's seismic safety standards. However, the district has made meaningful progress in improving seismic resilience across its facilities. To date, nine schools have been fully modernized to meet current seismic codes, with three more - Jefferson High School, Cleveland High School, and Ida B. Wells High School - currently in progress. In addition, PPS has completed six full seismic retrofits, implemented interior seismic upgrades at 12 schools, and carried out roof-level seismic bracing projects at dozens of sites. **In all approximately 75% of PPS schools have received some level of seismic upgrade since 2012.** These efforts have significantly strengthened the district's overall seismic preparedness, but substantial work remains to bring all schools up to current standards.

2024/25 Seismic Assessment and Prioritization

PPS is in the process of updating existing seismic conditions and project prioritization. This process is being accomplished in 3 steps:

1. Gather detailed seismic deficiency data at all schools - *Complete*
2. Obtain priority recommendations from structural engineer - *In Process*
3. Evaluate recommendations Using PPS priority criteria - *To Be Completed*

1. Seismic Deficiency Data - Complete

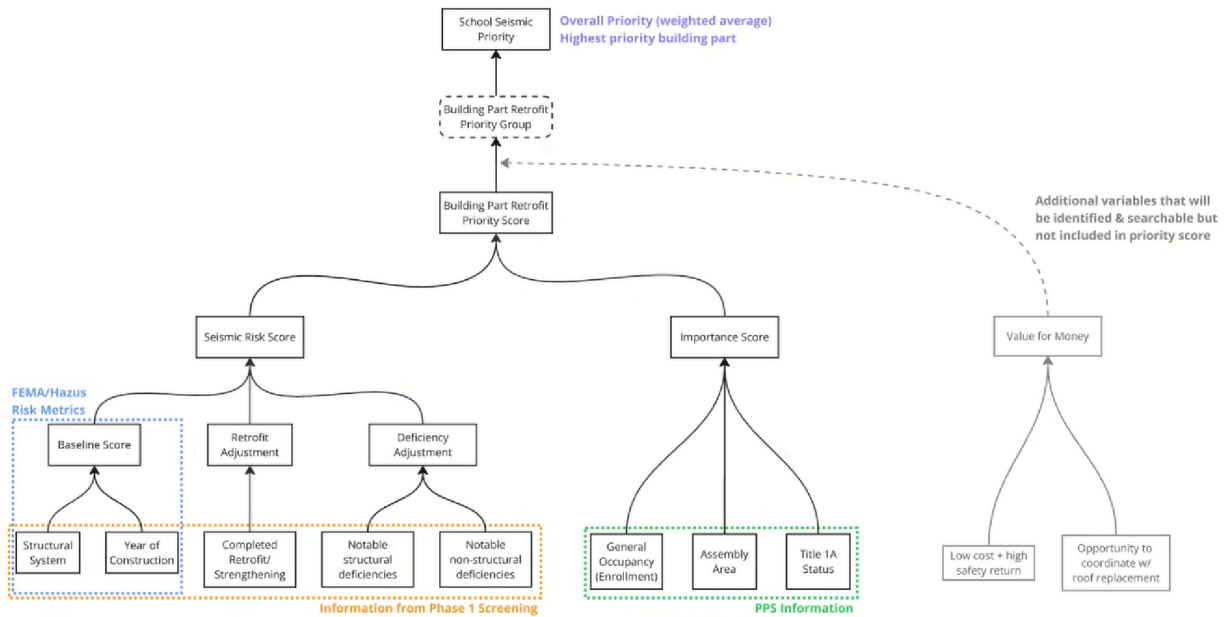
In mid-2024, a structural engineering consultant delivered a high level seismic assessment report for all school buildings. The high level assessment report includes seismic vulnerabilities and rough order of magnitude (ROM) construction costs to correct the vulnerabilities. A summary of the construction costs included in the report is below.

A	ROM Construction Cost to Seismically Retrofit ONLY Unreinforced Masonry (URM) at All Schools	\$129,251,000
B	ROM Construction Cost for Full Seismic Retrofit at Schools that Contain Some URM	\$340,050,875
C	ROM Construction Cost for Full Seismic Retrofits at Schools that do not Contain URM	\$585,497,250
	Total ROM Construction Cost for Full Seismic Retrofits at all PPS Schools (B+C)	\$925,548,125

Note: the above construction cost estimates provided by the structural engineer reflect only the hard construction costs and do not represent the total project cost. To arrive at a comprehensive project budget, several additional factors must be taken into account. These include soft costs (e.g., design services, permitting), required upgrades to meet City of Portland non-conforming standards (such as fire/life/safety systems and site improvements), construction phasing (if a project needs to be completed in a series of summers versus all at once) and any conditions of approval imposed by the City (such as street or sidewalk improvements). Cost escalation and other unforeseen requirements may also apply. When all of these factors are considered, the total project cost can exceed twice the estimated construction costs.

2. Priority Recommendations - In Progress

At the end of 2024, a new contract was established with the engineering firm to develop a prioritization of the identified seismic work documented in the 2024 assessment. The prioritization work includes collaborating with the District to define the criteria by which the work is prioritized, completing the prioritization, and developing a report as the work product for the prioritization effort. Some of the prioritization criteria are technical in nature and are calculated according to FEMA and American Society of Structural Engineers (ASCE) standards. Other criteria are defined or informed by the district: building enrollment, space type affected by the deficiency, and Title I status, for example. OSM Staff are collaborating with the structural engineering consultant to establish criteria that reflect the District's values and determine how much weight is assigned to each criterion. Currently, the report is anticipated to be finalized this summer. This is a significant step in the process for prioritizing our seismic retrofit scope in a way that is intentional and based on accepted industry standards. A *DRAFT* version of the prioritization algorithm is below.



3. PPS Priority Criteria - To Be Completed

The final and critical step for PPS will be to review the engineers' recommendations and apply its own priorities and criteria to determine which projects should move forward. While the recommendations from phases one and two will provide a strong data-driven foundation, PPS will need to consider additional factors outside the engineers' scope. These include anticipated impacts of potential school consolidation, the feasibility and consequences of multi-summer construction schedules, and potential disruptions to ongoing programs such as summer school. This internal evaluation will ensure that project decisions align with both operational realities and district-wide educational goals.

Resolution No. 7110

Resolution to Affirm the Board of Education's Commitment to Track and Report Findings, Public Engagement and Recommendation of Seismic Upgrades through the School Facilities Improvement and Operations Committee

RECITALS

1. The Board seeks oversight of seismic improvements by creating a structure for consistent updates on seismic upgrades, creating more accessible transparency, and identifying a venue for continuing staff and community input.
2. Portland Public Schools (PPS) owns over 100 school buildings, including those built with unreinforced masonry, with an average age of approximately 76 years.
3. The State of Oregon should have the ultimate responsibility for ensuring seismically-safe public school buildings. However, due to its historic insufficient investment in this critical infrastructure, PPS, with the support of Portland voters, must take action to raise and appropriate the funds necessary to continue the process of improving the safety of our buildings.
4. With each school bond measure beginning in 2012, and continuing through the 2020 bond measure, PPS has used its scarce capital resources to effect a variety of seismic upgrades and retrofits across the real estate portfolio at elementary, middle, and high schools.
5. PPS has recently completed studies on school conditions, as well as ongoing seismic inventorying and cost analyses of current schools, all of which are necessary prior to making well-informed and equity-centered decisions about seismic upgrades and the appropriation of bond funds.

RESOLUTION

1. The Board of Education affirms its commitment, through the School Facilities Improvement and Operations Committee (SFIOC), for the ongoing tracking and reporting of findings, public engagement, and recommendations to the full Board.
2. Upon approval of Resolution 7109, the Board of Education approves the SFIOC as the venue for meeting the requirements as defined in Resolution 7109.
3. SFIOC shall commit a minimum of 6 meetings per year focused on or inclusive of seismic upgrades to occur on a regular bimonthly schedule starting in June 2025. The

committee chair has discretion to add or adjust the dates of the meetings based on need. These meetings allow the opportunity:

- a. To provide the public with regular updates on the progress of seismic upgrades;
- b. To provide a venue for district staff to present updates and recommendations for future work, for community members to provide feedback, and for school-based staff to have the opportunity to help inform priorities and recommendations;
- c. To provide consistent overview of seismic upgrades and other potential facilities upgrades such as HVAC, roofs, plumbing, and deferred maintenance, so that the board and public can understand the scope as well as potential trade-offs;
- d. To ensure that limited bond funds are maximized and the distribution of work done equitably, taking into account factors including but not limited to the condition of buildings, costs to remediate, enrollment, building utilization, and neighborhood demographics;
- e. To provide a venue for the discussion, analysis, and feedback of potential school enrollment or consolidations changes related to seismic plans;
- f. To provide a process for creating recommendations for the Board of Education.



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STAFF MEMO

Date: April 23, 2025
To: Board of Education, Executive Session
From: Dan Jung, Chief Operating Office
cc: Dr. Kimberlee Armstrong, Superintendent
Subject: Prophet Education Center Relocation Analysis

PROPERTY OVERVIEW

Portland Public Schools' 1980 central office, more commonly known as the Dr. Matthew Prophet Educational Center ("the Prophet Center"), is approximately 340,000 gross square feet (excluding the area leased by Multnomah County). A large portion of the building is dedicated to non-administration functions such as warehousing, nutritional services, and maintenance.

The property sits on a ten-acre campus. It has 318 onsite parking stalls for staff and visitors, 146 fleet stalls (115 which are used by the District), and an additional 25 covered loading docks. The District also leases an additional 71 parking stalls and exchanges (free of charge) permits for an additional 100 stalls in the MODA Center parking garage in order to provide free parking to the staff who work at the Prophet Center.

Multnomah County leases approximately 39,000 square feet of the building and 31 fleet stalls through 2099. Rents were prepaid at lease inception, but the County pays 11.9% of the building operating costs. Selling the building would require a buy out of the County lease and reimbursement of County relocation expenses.

BACKGROUND

Previous Studies

Relocating the Prophet Center necessitates careful, strategic planning to ensure the seamless continuation of its current functions, with the aim of maintaining or enhancing features that will support the District's educational needs for the next 50 to 100 years.

The District has conducted two comprehensive studies (2018/19 and 2021/22) to assess the Prophet Center's functions and estimate the costs of their relocation. These studies primarily focused on the office components of the Prophet Center, while also providing approximate estimates for the reduction of warehouse and operations functions, though these estimates were less precise. Both studies concluded that the proceeds from the sale of the Prophet

Center would fall significantly short of covering the full costs associated with relocating all the building's functions. As a result, no action was taken to initiate the process of selling the property in either case.

The 2021/22 report noted that significant investments, which would not increase the value of the asset, will likely need to be made to the Prophet Center in coming years and a decision about whether to sell and relocate was recommended before those investments are required.

Sale of District Property

Board [Policy 8.70.040 Preservation, Maintenance and Disposition of District Real Property](#) states “the District must seek maximum long-term financial and other benefits” when pursuing real property transactions.

The Policy generally outlines the process required to surplus District property prior to any property sale as follows:

- (i) a Superintendent sale of the District Property Recommendation;
- (ii) a public hearing in which the District will identify how relinquishing the property promotes the District’s mission and public interest, and the terms and conditions under which it may be sold; and
- (iii) the sale process in which the Superintendent will market and negotiate the property transaction.

Commonly, the process to divest of real property and obtain maximum benefit includes an open market competitive property sale. However, considering the conclusions of the previous studies (namely the substantial estimated gap between the Prophet Center’s estimated value and cost to relocate the Prophet Center functions), the District may choose to consider an alternate sale process to an open market/ competitive sale. The District can conclude a non-competitive negotiated sale is in PPS’s and the public’s best interest.

Albina Vision Trust Right of First Offer

In May 2021, the Board approved [Resolution 6303](#) Affirming Support for the Albina Vision and Authorizing a Right of First Offer (ROFO), which also includes a Limited Right of First Refusal, on the Prophet Center property should the District elect to sell the property.

The Right of First Offer (ROFO), effective August 30, 2021, grants Albina Vision Trust, Inc. (AVT) the exclusive right, over a five-year period (expiring in August 2026), to submit an offer to purchase the Prophet Center if the District elects to sell the property.

MINIMUM CRITERIA AND WORK PLAN

On February 20, 2024, the Board of Education approved [Resolution 6861 As Adopted](#), authorizing PPS to prepare for the sale of the Prophet Center on an all-in cost-neutral basis to the District. The resolution outlines a series of transactions with Albina Vision Trust (AVT) for its acquisition of the 10.5-acre Prophet Center property, with the transaction value expected to meet or exceed the appraised value of the site. All transactions must be approved by the Board.

The Resolution also directed the creation of two key documents:

1. **Minimum Criteria for Facilities:** This document outlines essential requirements and other critical factors to guide the identification of potential sites, such as location, parking, and cost-neutrality.

2. **Work Plan** in collaboration with Albina Vision Trust (AVT), which outlines tasks and milestones necessary to complete the sale and relocation. The remaining steps in the property search and possible relocation of the Prophet Center functions and sale to AVT are generally outlined in a Work Plan attached [here](#).

Phase 1 - Minimum Criteria

In order to provide the Minimum Criteria deliverable, staff initially retained two consultants, Bainbridge and COBALT, to evaluate the current functions at the Prophet Center and prepare a high-level analysis of the Minimum Criteria required for a new Headquarters (“Administration Building”) and a new Warehouse (“Operations Center”), respectively.

The work that the consultant teams completed in the 60-day period provided valuable information and a more nuanced understanding of the magnitude of the effort necessary to relocate the Prophet Center to one, or more, new locations.

The findings of the consultants’ surveys and the interviews of department leaders validated the existing building and space footprints for each department and function at the Prophet Center.

In summary, the consultant teams found that:

- PPS should target 367,621 GSF as a reasonable aggregate initial building target
- This initial total size can accommodate flexible sizing of departments and functions
- Appropriate sites that accommodate the initial building sizes will also need to accommodate required vehicular access; visitor, staff and fleet parking; and truck loading associated with the respective administrative and operational functions.

Although the PPS and AVT teams agreed that increasing efficiencies and reducing capital costs is a shared goal, the 60-day timeline did not allow sufficient deep analysis for space optimization.

Phase 1.a. and 1.b. - Minimum Criteria

PPS and AVT leadership agreed that there was a need for a more thorough evaluation of the current Prophet Center functions and to identify potential efficiencies and/or space reductions. Staff retained two consultants, Bainbridge and McKenzie, to complete this additional scope of work as follows.

- Phase 1.a. Best Practice Study of Peer District’s Facilities
 - Study the operational practices, workflows, and facilities of other districts and identify practices that may support optimization of the District’s delivery of high-quality educational services to its students and families in the most efficient manner. This may include space utilization, changing technology, and/or updates to the physical layout of departments).
 - Identify the district most similar to PPS in schools and students and to use as a comparative model as we completed the Phase 1.b. analysis. The Seattle School District was found to be the closest comparative model to PPS.
 - The consultant teams’ key findings are outlined in the Executive Summary that can be found below.
- Phase 1.b. Refinement of the Phase 1 Space and Programming Evaluation.
 - To complete a deeper analysis of the District’s current operational and administrative practices and workflows, with focus on the specific best practices

identified in the study of peer districts, to identify the spatial and functional programming required to maintain efficient and cost effective delivery of high-quality services to the District's students and families.

- To study 3 Schemes that resulted in an overall reduction of the District's current gross square footage of 17% and nearly 60,000 GSF.
- In summary, the consultant teams found that:
 - PPS should target the following GSF as a reasonable building sizes target in a scenario in which COO staff is co-located at the Operations Center
 - 281,764 total = 91,369 Administration + 190,395 Operations Center
 - The square footage recommendation will be used to guide a property search solicitation. Actual square footage will vary based on a specific property's efficiency and layout. PPS will complete test fits on selected site(s) to confirm that they meet PPS' space and functional needs.
- The consultant teams' key findings are outlined in the Executive Summary that can be found below.
- Phase 1.a. and 1.b. - Space and Programming Evaluation Report and Executive Summary
 - The Executive Summary can be found [here](#).
 - The full Report can be found [here](#).

Board Approval of the Minimum Criteria and Work Plan

Staff is seeking Board approval of the [Minimum Criteria](#) that will guide the formal property search to be conducted by Macadam Forbes on the District's behalf. The [Work Plan](#) outlines the key next steps in the property search and purchase and sale process.

As identified in the Work Plan, Board approval will continue to be required at multiple stages in the process of identifying viable properties for the possible purchase and relocation of the Prophet Center functions and the possible sale of the Prophet Center to Albina Vision Trust.

Prophet Center Relocation



PORTLAND
Public Schools

May 6, 2025

Agenda

- Process Overview
- Summary of Area Analysis
- Minimum Criteria Review
- Albina Vision Trust Comments
- Q&A



Relocation Process Overview

PREPARE FOR PROPERTY SEARCH

- Board Resolution No. 6861 *Feb 2024*
- Phase 1 - Minimum Criteria *May 2024*
- Phase 1a - Peer District Comparison *Dec 2024*
- Phase 1b - Minimum Criteria Refinement *Apr 2025*
- Board Approval of Minimum Criteria *May 2025*

PROPERTY SEARCH

- Property Solicitation *TBD*
- Property Evaluation *TBD*
- Negotiate Purchase and Sale Agreement *TBD*
- BOE Approves Property Purchase *TBD - Simultaneous Close*

PEC SALE

- BOE Approval of the Sale of PEC to AVT *TBD - Simultaneous Close*

RELOCATION

- Tenant Improvements *TBD*
- Physical Move *TBD*
- Occupy *TBD*

Regular BOE Updates to be Provided



PEC Relocation Process Overview

Consultant Engagement

- PPS retained Bainbridge and Mackenzie to evaluate the current functions at the Prophet Center and identify potential efficiencies of space needs
- Study the operational practices, workflows, and facilities of other districts.
- Identify the district most similar to PPS in schools and students. The Seattle School District was found to be the closest comparative model to PPS.
- Complete a deeper analysis of the District's current operational and administrative practices and workflows, with focus on the specific best practices identified in the study of peer districts.

Staff Engagement

- Conducted interviews with all Chiefs and/or department representatives
 - Verified existing office and storage space and identified other misc. needs
 - Reviewed the programming questionnaires, gathered detailed information,
 - Toured existing spaces to assess current conditions
- Discussed operational impacts with each department should a future facility be split into two separate sites (Administration/Operations)
- Engaged PEC staff through various channels since the early stages of planning, including all-staff surveys, in-person Q&A sessions, interviews with department leads, sharing regular updates, and providing opportunities for direct submission of questions and feedback.
- Created programming sheet for each Chief/Department identifying staff counts, types of workspaces, and required support spaces. A programming sheet was also created for the required shared spaces. (i.e. boardroom, conferencing, professional development, etc.)

Summary of Area Analysis

Please Note: Staffing levels are assumed to be the same as of March 2025 without reduction or addition

- Bainbridge and Mackenzie collaborated closely with PPS to develop targeted programming questions aimed at confirming departmental staff counts and identifying space needs based on key findings.
- Detailed programming sheets served as the foundation for creating three potential schemes/scenarios to address the district's future real estate needs.
- Scheme 1 – A combined administration and operations facility, like the PEC with improved efficiencies.
- Scheme 2 – Two separate facilities, one for Administration and one for Operations. The operations facility will be primarily shops, warehouse space, and nutritional services, and does not include select administrative departments.
- Scheme 3 – Two separate facilities, one for Administration and one for Operations. The operations facility will be primarily shops, warehouse space, and nutritional services, and includes select administrative departments.
- PPS preference is to remain in a similar model as the existing Prophet Center, Scheme 1, where all departments are co-located in one facility and the second preferred scheme is Scheme 3, with select departments located at the Operations Facility.

Minimum Criteria

Minimum Criteria

Criteria 1: Owned not Leased

Criteria 2: Within District Boundaries*

Criteria 3: Central Location

Criteria 4: Easy Freeway Access

Criteria 5: Ready Access to Public Transit

Criteria 6: Sufficient Parking For Staff and Visitors

Criteria 7: Accommodates PPS Spatial and Functional Needs

Criteria 8: Safety

Criteria 9: All in Cost Neutral to PPS

Next Steps

- **Property Solicitation**
- **Property Evaluations**
 - Considered sites will undergo robust analysis during the property evaluation phase
 - Test Fits
 - Analyzing the layout of the property (floor plans, dimensions, column spacing, etc.).
 - Providing a visual layout (sometimes through CAD drawings or sketches) showing how operations could "fit" into the property.
 - Consulting with work groups that would use particular space
 - PEC staff and Board input will be essential to the property evaluation process
- The Board, staff, and PPS community will receive updates through lunch and learns, public meetings and other communication channels.

PPS X AVT - COLLABORATION



Portland School District

Veterans Memorial Coliseum

Moda Center

Lloyd District

Oregon Convention Center

Broadway Bridge

Willamette River



ALBINA
albinavision.org



Contact us

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 501 N Dixon, Portland, OR 97227



PORTLAND
Public Schools

Resolution No. 7103

Resolution Approving the Minimum Criteria for the Property Search and Analysis to Relocate from the Dr. Matthew Prophet Education Center

RECITALS

- A. On May 25, 2021, the PPS Board of Education unanimously approved Resolution No. 6303 which granted the Albina Vision Trust (AVT) right of first offer and right of first refusal on the PPS- Dr. Matthew Prophet Education Center (PEC) property.
- B. On February 20, 2024, the PPS Board of Education unanimously approved [Resolution 6861 As Adopted](#). This resolution reaffirms PPS's strong commitment to the Albina Vision—a community-driven effort to reimagine and revitalize the 94 acres of Lower Albina, an area from which thousands of primarily Black residents were forcibly displaced over decades of urban renewal. It directs the Superintendent to establish Minimum Criteria to guide the search for, and evaluation of, new sites to relocate the District functions currently housed in the PEC. In collaboration with the Albina Vision Trust, a comprehensive Work Plan will also be developed. This plan will outline the key tasks, milestones, deliverables, and timelines required to complete the relocation of PPS operations and facilitate the transfer of ownership of the PEC to the Albina Vision Trust through a series of real property transactions. The entire transition is to be completed with an all-in, cost-neutral impact to PPS.
- C. The District recognizes that relocating the Prophet Center necessitates careful, strategic planning to ensure the seamless continuation of its current functions, with the aim of maintaining or enhancing features that will support the District's educational support needs for the next 50 to 100 years.

RESOLVED

Therefore, be it resolved that the Board of Education:

- 1. Approves the Minimum Criteria attached as Exhibit A and the Work Plan attached as Exhibit B and authorizes the Superintendent, or designees, to commence real property search and evaluation efforts to meet the objective identified in Paragraph B of this resolution.
- 2. Directs the Superintendent, or designee, to provide regular property search and evaluation status updates to the Board.

Exhibit A

Minimum Criteria and Underlying Assumptions 4/8/2025

SECTION 1: MINIMUM CRITERIA

Minimum Criteria Overview

This document outlines the property criteria to be considered when evaluating potential administrative and operations center relocation options for the Portland Public School (PPS) headquarters. These criteria, to be reviewed and approved by the PPS Board, will serve as guiding tools to facilitate the identification, evaluation and selection of replacement facilities that meet PPS's organizational needs and support the delivery of high-quality services to students and families for years to come.

Over the past eight months, PPS design consultants Mackenzie and Bainbridge conducted a comprehensive assessment of the Prophet Education Center to inform the creation of these criteria, with findings outlined in the attached PEC Space and Programming Evaluation report. The study aimed to align facility requirements with the effective delivery of services to students and families by conducting a multi-phase analysis. This included benchmarking peer districts through interviews and site tours, engaging in detailed departmental interviews with PPS staff to understand operations and space needs, and conducting a comprehensive analysis that synthesized both qualitative insights and quantitative data to inform final programming recommendations. A summary of this report is on page 3 of this document.

Minimum Criteria:

- **Criteria 1: Owned not Leased**
 - Context: The District does not have the financial capacity to take on a long-term lease that would increase over time. Ownership also allows greater control over operating expenses.
- **Criteria 2: Within District Boundaries**
 - Context: The Administrative site must be within District boundaries. However, the Operations Center could be outside the boundaries if it results in a more appropriate site and any increase in average driving time is justifiable.
- **Criteria 3: Central Location**
 - Context: Given the high volume of travel between the District headquarters and schools, the location(s) should be reasonably central (relative to schools) to allow efficient travel back and forth for both PPS staff and the public.
- **Criteria 4: Easy Freeway Access**
 - Context: The location(s) needs good access to major freeways and arterials.
- **Criteria 5: Access to Public Transit**
 - Context: As part of the PPS commitment to Climate Justice, we will continue to encourage use of mass transit.
- **Criteria 6: Parking**
 - Context: The new location(s) must have a reasonable (warehouse 1:1000 SF and admin 2:1000 SF) number of on-site parking spaces correlated to the

functions at the site, including parking for visitors and families who need to access Central Office functions and Board meetings.

- **Criteria 7: Accommodates PPS Spatial and Functional Needs**
 - Context: The selected relocation options must support PEC's programming as identified through the PEC Space and Programming Evaluation report. Select parameters and assumptions are highlighted below:
 - On-site workspace for every PPS Central Office employee.(March 2025 staff count without increase or reduction; no changes to PPS operations were assumed).
 - Equivalent conference space to PEC (redistributed in quantity, size, and capacity to better align with needs).
 - Break and lunchroom space within industry standards.
 - Private office space in line with sensitive work requirements and District policy.
 - Boardroom space with equivalent seating capacity, dais, and AV capacity as PEC Boardroom
 - Operations space for current functions and inventory storage, including:
 - Fabrication & Shop Maintenance
 - Nutritional Service, including industrial kitchen
 - Warehouse
 - Chief Operating Officer (COO)
 - Office of School Modernization (OSM)
 - Security Services
 - Real Estate and Construction Management (REC)
 - Office of Technology Information Services (OTIS)
 - Loading Docks (at least 10)
 - Fleet Parking (at least 121 spaces)
- **Criteria 8: Safety**
 - Context: Site safety is critical for staff and visitors, particularly after dark.
- **Criteria 9: Cost Neutral to PPS**
 - Context: Consistent with [Resolution 6861 As Adopted](#), the entirety of the relocation must be cost neutral to PPS.

SECTION 2: PEC PROGRAMMING AND SPACE EVALUATION SUMMARY

PEC Space and Programming Evaluation Report Context and Usage

This study produced two primary information deliverables:

- 1) Square footage recommendations
- 2) Space Programming recommendations

PPS will use the square footage recommendations to inform the general property specifications in a property search solicitation. PPS will incorporate square footage range, based on the consultant square footage recommendations, within the property solicitation to account for variability in layout and efficiency on a property-by-property basis.

Once potential properties are identified, PPS will use the programming, the spatial and functional specifications that support PPS operations, to confirm that the specific relocation option meets PPS's needs. This will be done through "test fits", which are a design process where a proposed space or building layout is tested for its feasibility.

Findings Summary:

This study contemplated three scenarios PPS may encounter when looking at market relocation options, with square footage estimates provided as general guidelines based on planning assumptions and standard multipliers to be confirmed with "test fits":

SCHEME 1:

- Combined Facility - 279,000 SF

SCHEME 2:

- Administration Facility with Operations Staff - 114,000 SF
- Operations Facility without Operations Staff - 168,000 SF

SCHEME 3:

- Administration Facility without Operations Staff - 91,000 SF
- Operation Facility with Operations Staff - 191,000 SF

	STAFF COUNT	CURRENT GROSS SQUARE FEET	MINIMUM GROSS SQUARE FEET	PERCENT REDUCTION
SCHEME 1				
SINGLE SITE	691	339,636	278,557	18%
SCHEME 2				
ADMINISTRATION	577	115,218	113,544	1.5%
OPERATIONS CENTER	114	224,418	168,121	25%
TOTAL	691	339,636	281,665	17%
SCHEME 3				
ADMINISTRATION	419	89,106	91,369	-2.5%
OPERATIONS CENTER	272	250,530	190,395	24%
TOTAL	691	339,636	281,764	17%

SPACE PROGRAMMING ASSUMPTIONS:

ADMINISTRATION SPACE ASSUMPTIONS

- Parking Ratio 2:1000 SF
- Staff counts reflected are accurate as of March 2025.
- A seat is assumed for every staff member currently assigned to PEC, a hybrid-work model was not considered.

- Departments included in Administrative HQ in Scheme 3
 - Superintendent
 - Chief of Staff
 - Finance
 - General Counsel
 - Human Resources
 - Accountability and Equity
 - Teaching and Learning
 - Student Success Services
 - School Performance
- Square footage requirements for off-site staff/functions are not included.
- Workspaces have been standardized as follows:
 - 36 sf (6x6) - standard workstation
 - 120 sf - standard office (Directors)
 - 220 sf - office with meeting space for 4-6 (Chiefs)
 - 320 sf - office with meeting space for 6+ (Superintendent only)
- The current boardroom and adjacent flex space square footage was maintained and combined to account for a more functional/flexible space.
- Conference rooms are listed as either shared or dedicated based on department programming meetings. These may fluctuate but provide design flexibility for PPS.
- The square footage allocated to conference rooms is similar to PEC but has been redistributed in quantity, size and capacity to better align with program needs.
- A lunchroom/cafeteria with cooking capabilities was not included. The cafeteria at the PEC site has not been in operation since 2020. Break room space appropriate for the staff count was listed as a lump sum to be distributed depending on the scenario and built conditions.
- An industry standard circulation multiplier of 1.55 was added to the net square footage (NSF) for all admin spaces to calculate usable square footage (USF). This is typical when the building program is predominantly workstations. However, it does not include contingency to compensate for inefficiencies in a building floor plate.
- A building gross multiplier of 1.2 was added to the usable square footage (USF) to account for exterior walls, vertical penetrations/circulation, building systems and restrooms to calculate gross square footage (GSF).
- Current building code will require more fixtures (i.e., restroom counts) than what was required when PEC was built, resulting in added square footage. New facilities will be required to meet the current building life safety code, ADA, energy code, etc. It is assumed the applied building gross multiplier will account for this deficiency.

OPERATIONS CENTER SPACE ASSUMPTIONS

- Staff counts reflected are accurate as of March 2025.
- A seat is assumed for every staff member currently assigned to PEC, a hybrid work model was not considered.
- Departments included in Operations Center in Scheme 3:
 - Fabrication & Shop; Maintenance
 - Nutritional Service
 - Warehouse
 - Chief Operating Officer (COO)
 - Office of School Modernization (OSM)

- Security Services
 - Real Estate and Construction Management (REC)
 - Office of Technology Information Services (OTIS)
- Parking Ratio 1:1000 SF
- Fleet Parking (inclusive of boom lifts, etc) - 121 fleet vehicles
- Square footage requirements for off-site staff/functions are not included.
- An industry standard circulation multiplier of 1.15 was added to the net square footage (NSF) for all operations spaces to calculate usable square footage (USF). This is typical for a fabrication/warehouse facility. However, it does not include contingency to compensate for inefficiencies in a building floor plate.
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- Current building code will include safety requirements for clearance areas around large equipment and a new racking system in the warehouse. These requirements are reflected in the square footage recommendation.

Shops/Maintenance

- Elimination of obsolete machinery resulted in a reduction of 30% of shop area; however new code and safety required clearances around the remaining equipment resulted in added square footage.
- This assumes that inventory of parts and storage in the shops (excluding the music shop) will be analyzed and purged by the department and reduced by an estimated 25%.
- The shops and maintenance area is comparable in size to peer districts that were reviewed by PPS and the consultants.

Warehouse

- Racking requirements for the warehouse only (excluding shops and nutritional service spaces) are generally measured by the stored volume. After minimal purging, approximately 270,000 cubic feet (includes only the racks and aisles between the racks) is estimated to be required to accommodate the existing storage and flex space needs. Based on this cubic feet, the following are the square footage needed for various clear height scenarios.
 - If a warehouse has a 30' Clear Height - 33,000 SF (usable) of racking and circulation within the racking area. Total Warehouse requirement of 144,000 SF (gross).
 - If a warehouse has a 20' Clear Height - 35,775 SF (usable) of racking and circulation within the racking area. Total Warehouse requirement 150,468 SF (gross).
 - If a warehouse has a 16' Clear Height - 42,299 SF (usable) of racking and circulation within the racking area. Total Warehouse requirement 157,765 SF (gross)
- PEC currently has 25 loading docks that are not fully utilized. The recommended facility reduces the loading docks to 10 + loading docks with a dedicated loading zone.

(Loading docks are elevated from ground level and have dock levelers for safety and ease of loading. Loading zones are dedicated short term parking areas to load sprinter vans and standard vehicles.)

- Nutritional Services test kitchen was calculated based on the new Lincoln High School kitchen to be reflective of current operational needs. Per USDA requirements, and FDA regulations, Nutritional Service programmed space now includes dedicated storage for food in lieu of part of the larger warehouse storage area.
- Bond warehouse, leased warehouse, off-site storage were all excluded from the square footage recommendation. The approximate SF of off-site storage is approximately 69,826 SF (usable).

Offsite Operations

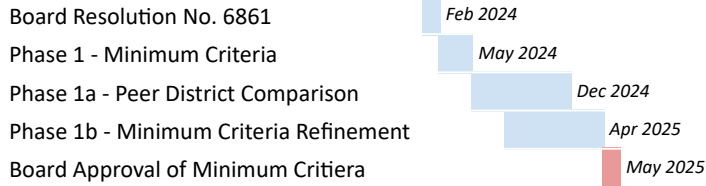
- The Transportation and Grounds Maintenance departments, which are currently located offsite of the Prophet Center were excluded from the square footage recommendation and are expected to stay in their current locations. Their anticipated needs are approximately 37,078 SF (gross) of building and an additional 150 bus parking stalls and 105 employee parking stalls.

Exhibit B

Work Plan: PEC Relocation

April 22, 2025

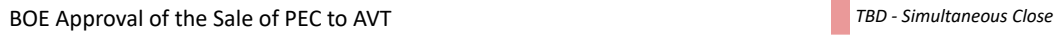
PREPARE FOR PROPERTY SEARCH



PROPERTY SEARCH



PEC SALE



RELOCATION



Regular BOE Updates to be Provided



Amendment to Resolution No. 7103

Resolution Approving the Minimum Criteria for the Property Search and Analysis to Relocate from the Dr. Matthew Prophet Education Center

RECITALS

- A. On May 25, 2021, the PPS Board of Education unanimously approved Resolution No. 6303, which granted the Albina Vision Trust (AVT) right of first offer and right of first refusal on the PPS- Dr. Matthew Prophet Education Center (PEC) property.
- B. On February 20, 2024, the PPS Board of Education unanimously approved Resolution 6861 As Adopted, which reaffirmed PPS's strong commitment to the Albina Vision. This Resolution directed the Superintendent to establish Minimum Criteria for the relocation of District functions housed at the PEC property.
- C. On April 23, 2025, the PPS – Administration and Operations PEC Space and Programming Evaluation was published. This evaluation was presented to address both the Phase 1A (Discovery) and Phase 1B (Visioning) portion of the efforts to relocate the functions at PEC.
- D. Although detailed in many ways, the evaluation lacks certain information necessary to facilitate a smooth transfer between PEC and any future site. The document contains references to interviews with departments, but no feedback from employees actually performing maintenance work at PPS was gathered.
- E. Although the District Council of Unions (DCU), Service Employees International Union (SEIU) 503 are in support of the AVT's mission, it also believes that PPS employees providing crucial maintenance services should have been included in all steps of the relocation process. The evaluation recommends a drastic reduction in square footage for the various shops, which will have a direct impact on their ability to properly and safely support PPS students, faculty, and staff. It is therefore critical to the success of the AVT and the communities served by PPS to respect the value of these workers' collective knowledge and experience by including their voices.

RESOLUTION

The Portland Public Schools Board of Education recognizes the need for its maintenance and central office workforce to actively participate in the PEC relocation process to maintain the quality of services throughout the District. In order to further that participation, it authorizes additional discovery and visioning to be performed with input from a minimum of four (4) DCU maintenance employees identified in collaboration with the DCU, a minimum of two (2) SEIU 503 employees in collaboration with SEIU 503, and a minimum of two (2) non-represented

employees from the affected employees (for example from the Office of Student Support Services). The current evaluation will then be amended to reflect this information, including but not limited to appropriate square footage needs. This Workforce Consultation Group will make recommendations to the Board of Education no later than June 12 regarding potential adjustments to the the Minimum Criteria as well as Desired Features. These employees will also be included in any discussion and evaluation of proposed sites for PEC relocation and the test fits.

Exhibit A

Minimum Criteria and Underlying Assumptions 4/8/2025

SECTION 1: MINIMUM CRITERIA

Minimum Criteria Overview

This document outlines the property criteria to be considered when evaluating potential administrative and operations center relocation options for the Portland Public School (PPS) headquarters. These criteria, to be reviewed and approved by the PPS Board, will serve as guiding tools to facilitate the identification, evaluation and selection of replacement facilities that meet PPS's organizational needs and support the delivery of high-quality services to students and families for years to come.

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(Loading docks are elevated from ground level and have dock levelers for safety and ease of loading. Loading zones are dedicated short term parking areas to load sprinter vans and standard vehicles.)

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Offsite Operations

- The Transportation and Grounds Maintenance departments, which are currently located offsite of the Prophet Center were excluded from the square footage recommendation and are expected to stay in their current locations. Their anticipated needs are approximately 37,078 SF (gross) of building and an additional 150 bus parking stalls and 105 employee parking stalls.

Exhibit B

Work Plan: PEC Relocation

April 22, 2025

PREPARE FOR PROPERTY SEARCH



PROPERTY SEARCH



PEC SALE



RELOCATION



Regular BOE Updates to be Provided



Executive Summary



EXECUTIVE SUMMARY

KEY FINDINGS - PHASE 1A

Best Practices Study of Peer Districts

The consultant team researched over 10 districts with the following goals:

- Learn how peer organizations site, size, and design administration and maintenance and operations (M&O) facilities
- Highlight trends, exemplary practices, and lessons learned relevant to the District
- Inform potential adjustments to adjacencies and space and programming assumptions

The following six districts were chosen based on their size, urban context, and facility age or because they have recently modernized facilities. All six districts were interviewed and three were selected for tours. Interviews focused on a variety of topics, including facility siting, adjacencies, and space needs for administration and maintenance and operations functions. **Seattle was highlighted as the most similar to PPS based on number of students and schools**, San Francisco and Sacramento were also noted to be similar.

	PPS	SEATTLE	SAN FRANCISCO	SACRAMENTO	SALEM-KEIZER	BEAVERTON	EDMONDS
STUDENTS	44,000	49,000	49,000	41,000	39,000	38,000	21,000
SCHOOLS	81	104	132	75	65	56	34
TOURED		Y				Y	Y
ADMIN FACILITIES	JOINT ADMIN / M&O / WAREHOUSE FACILITY	JOINT ADMIN / M&O / WAREHOUSE FACILITY	2 MAIN ADMIN 8 ANCILLARY ADMIN	1	3	1	1
MAINTENANCE FACILITIES	2 ADMIN / WAREHOUSE FACILITY	2 ANCILLARY WAREHOUSES (PLANS TO CONSOLIDATE TO 1)	MAINTENANCE / WAREHOUSE CAMPUS	MAINTENANCE SITE	1 WAREHOUSE / MAINTENANCE CENTER	MAINTENANCE CAMPUS	MAINTENANCE / TRANSIT HQ
WAREHOUSE FACILITIES	1 TRANSPORT-ACTION FACILITY			1 HQ 1 CENTRAL KITCHEN / WAREHOUSE	1 IT FACILITY 1 NUTRITION SERVICES	2 TRANSPORTATION / WAREHOUSE	1
FACILITY DISTANCE	N/A	N/A	2.75 MILES MAIN ADMIN - M&O	5.25 MILES ADMIN - M&O 5 MILES M&O-WAREHOUSE	2.25 MILES ADMIN - M&O 2 MILES M&O-NUTRITION	1.6 MILES ADMIN - M&O 1.75 MILES M&O-WAREHOUSE	1 MILE ADMIN - M&O 1 MILE M&O-WAREHOUSE
TOTAL EXISTING NET SF:	339,636	361,595					
OPERATIONS FACILITY NET SQUARE FOOTAGE							
	EXISTING SF / RECOMMENDED SF	EXISTING SF / IDEAL SF	EXISTING SF / IDEAL SF	EXISTING SF / IDEAL SF	EXISTING SF / IDEAL SF	EXISTING SF / IDEAL SF	EXISTING SF / IDEAL SF
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MECHANICAL SHOP ¹	16,993 / 10,625	18,852 / 5,200	N/A	6,653 / 8,000	10,000 / NOTED AS INADEQUATE	2,700 / 2,700	6,100 / 6,100
ELECTRICAL SHOP	12,526 / 2,975	4,000 / 3,000	N/A	3,611 / 1500		4,900 / 4,900	600 / 600
MUSIC SHOP	8,054 / 1,403	2,056 / 2,000 ²	N/A	N/A	N/A	N/A	N/A
WAREHOUSE	98,807 / 85,300	85,000 / 65,000 ³	112,000 / MORE NEEDED	70,000 / 70,000	26,000 / 60,000	27,800 / 27,800	9,600 / 23,000
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TOTAL EXISTING NET SF:	177,330	150,408					

¹ PPS - Mechanical Shop includes Plumbing, HVAC, Sheet Metal Shop, Machinist & Metal Shop. Seattle has reduced their Mechanical Shop as they are funded to replace mechanical units, boilers, etc. in lieu of fixing. They also do not include metal shop in the mechanical shop area.

² Seattle has reduced their required square footage for music shop by storing instruments at individual schools.

³ Seattle does not store or compile science kits in their warehouse.

EXECUTIVE SUMMARY

Major Themes

Key findings from peer district interviews and site tours around location and number of facilities, administrative space standards, maintenance and operations spaces, and funding are summarized below.

Location and Facility Numbers

- In all but one district, co-location of administrative and operational functions was seen as ideal. If co-location was not possible due to space constraints, headquarters functions were often grouped in multiple locations.
- Multiple locations increase operating costs and impact communication and organizational cohesion.
- A central location is critical to operations, preferably with proximity to freeways for efficient district-wide access.
- Parking is a priority. All peer districts interviewed aside from San Francisco have ample, free parking for staff and visitors. Many are also close to transit.

Administrative Spaces

- Each staff is provided a workspace. None of the peer districts follow a shared workstation model, even when some remote or hybrid work is allowed.
- Space standards are beneficial. All peer districts saw benefit in standardization and intentional space planning to promote flexibility as departments grow or shrink in size and the workplace evolves.
- Enclosed meeting space is essential. Conference rooms and private phone rooms are critical for collaboration and virtual meetings.
- Open or flex space does not work. Open collaboration spaces were typically seen as disruptive or underutilized.

Maintenance and Operations Spaces

- The PPS food service central distribution model was viewed as ideal. Nutrition services space varies between a full-service central kitchen to outsourced food production and delivery.
- Peer district trades and warehouse space is smaller than at the District. Warehouse space depends on multiple factors, including storage system efficiency, inventory/surplus practices, and available storage in schools or other facilities.
- Dedicated shops are most common, though Salem-Keizer and Edmonds have shared shop spaces with dedicated storage.
- Shared shop designed to be flexible, depending on staff size and workload, is an exemplary practice.
- Music repair is outsourced in most districts, with the exception being Seattle.
- The approach to maintaining schools can influence headquarters shop size, as maintaining a variety of existing systems requires more storage than an approach that replaces all parts and systems with consistent selection.
- Peer district research indicates that other districts have smaller shops than PPS.

Funding

- Bond and/or levy funding is used by Seattle and Beaverton to support facilities operations.
- Bond staff are embedded with other operations, such as maintenance and real estate

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EXECUTIVE SUMMARY

KEY FINDINGS - PHASE 1B

Summary of Project Scope

The objective of Phase 1b was to further refine the minimum square footage criteria needs for administrative office space and the operations/warehouse spaces. This phase built upon the insights gathered during Phase 1a, including best practices and lessons learned from peer district tours and interviews. Additionally, previously completed reports were referenced to incorporate relevant information and avoid duplicative efforts.

A highlight of the scope of work completed by Bainbridge and Mackenzie are as follows:

- Conducted interviews with all Chief's and/or department representatives
- Verified existing office and storage space and identified other misc. needs
- Discussed operational impacts with each department should a future facility be split into two separate sites (Administration/Operations)
- Created programming sheet for each Chief/Department identifying staff counts, types of workspaces, and required support spaces. A programming sheet was also created for the required shared spaces. (i.e. Board Room, Professional Development/Event spaces, Mother's Rooms, etc.). These sheets can be found in the Appendix of the full report draft.
- Identified satellite and hoteling spaces required by departments if split into two sites

Bainbridge and Mackenzie collaborated closely with PPS to develop targeted programming questions aimed at confirming departmental staff counts and identifying space needs based on key findings from Phase 1a. The consultant team were requested to work with the current staff counts, as of March 2025 (without increase or reduction). Future growth or any changes to current operations were not accounted for in the space and programming evaluation. These questions, along with data collected in Spring 2024 and a summary of the Phase 1a Focus Group meeting, were shared with each department Chief in advance of in-person meetings.

During these programming interviews, PPS and the consultant teams reviewed the programming questionnaires, gathered detailed information, and toured existing spaces to assess current conditions and uncover potential opportunities for improvement. A key focus of these discussions was understanding how a potential physical separation between administration and operations could impact departmental workflows and explore potential efficiencies. While off site departments and storage facilities were evaluated to establish an overall big picture, these spaces were excluded from the recommended square footage.

The information gathered was compiled into a comprehensive programming spreadsheet that detailed each department's staff counts, workspace types (e.g., private offices vs. workstations), storage needs, and required support spaces necessary for efficient, high-quality operations. (See Appendix A) Standardized square footage allocations were applied to each space type to determine the total usable area required per department.

In parallel, PPS and the consultant team developed a programming sheet for shared spaces should the facilities be separated into two facilities (Operations and Administration), including the lobby, board room, conference rooms, and other supportive or code-required areas not assigned to specific departments.

These detailed programming sheets served as the foundation for creating three potential schemes/scenarios to address the district's future real estate needs.

Summary of PEC Space and Programming Evaluation Report

The three schemes that were evaluated are the following:

Scheme 1 – A combined administration and operations facility, like the PEC with improved efficiencies.

Scheme 2 – Two separate facilities, one for Administration and one for Operations. The operations facility will be primarily shops, warehouse space, and nutritional services, and excludes administrative staff that have preference of being located at the operations facility.

Scheme 3 – Two separate facilities, one for Administration and one for Operations with each department located at their preferred facility. The following is a breakdown of departments at each facility:

- Administration Facility
 - Superintendent
 - Chief of Staff
 - Chief Financial Officer
 - General Counsel
 - Chief of Human Resources
 - Chief Accountability and Equity Officer
 - Chief Academic Officer
 - Chief of Student Success Services
 - Chief of Schools

- Operations Facility
 - Fabrication & Shop; Maintenance (COO)
 - Nutritional Service (COO)
 - Warehouse (COO)
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ADMINISTRATION	577	115,218	113,544	1.5%
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TOTAL	691	339,636	281,665	17%
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ADMINISTRATION*	419	189,106	91,369	-2.5%
OPERATIONS CENTER	272	250,530	190,395	24%
TOTAL	691	339,636	281,764	17%

* Scheme 3 does not permit opportunities for sharing some of the large Administrative Support Spaces such as the Professional Development/Event and Large Conference Rooms accommodating 20-25+ people. Therefore these rooms have been allocated to Administration in lieu of Operations to eliminate duplication of spaces.

EXECUTIVE SUMMARY CONT.

The recommended range for each of the three different schemes to aid in a property search analysis are as follows. Please note that the range is rounded to the nearest thousand.

Scheme 1 -

- Combined Facility - 279,000 SF - 307,000 SF

Scheme 2 -

- Administration Facility with Operations Staff - 114,000 SF - 125,000 SF
- Operations Facility without Operations Staff - 168,000 SF - 186,000 SF

Scheme 3 -

- Administration Facility without Operations Staff - 96,000 SF - 106,000 SF
- Operation Facility with Operations Staff - 191,000 SF - 210,000 SF needs.

After completion of the programming schemes, Portland Public Schools preference is to remain in a similar model as the existing Prophet Center, Scheme 1, where all departments are co-located in one facility. With the understanding that a site/property that can accommodate a unique program such as Portland Public Schools - Administration and Operational needs is limited. The second preferred scheme is Scheme 3, with select departments located at the Operations Facility.

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NEXT STEPS

The consultant team's recommendations for Portland Public Schools are as follows:

Identify Potential Sites/Properties for Purchase and Test Fit the preferred Scheme for the Site/Property.

- Once PPS has identified potential sites / properties that they feel meets the minimum criteria, it is encouraged that the District have the consultant team complete a test fit to ensure that all program elements identified in the PEC space and programming evaluation will fit within the space. Identify advantages and challenges to each potential site/property before making a final purchase.

Complete a cost estimate of each test fit completed

- Once the consultant team has provided a test fit conceptual design for each site/property a comprehensive cost estimate should be completed by a cost estimator. The cost should not only include the cost of the construction but also soft costs, which are inclusive of consultant fees for design services, surveys, permitting, furniture, fixture and equipment (FF&E), moving costs, etc.

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bainbridge.

MAKERS

MACKENZIE.



Portland Public Schools

PPS - Administration and Operations
PEC Space and Programming Evaluation

April 23, 2025

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The information in this document has been obtained from sources believed reliable. Our findings have been based on limited information and on-site observation. Because of the limited scope of our initial review, these preliminary findings should not be used as a principal basis for any decision relating to the site and/or building, and confirmation of the information contained within this document with the applicable government body may be necessary.

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Introductions



PROJECT TEAM

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- Dan Jung
- Dana White
- Kristen Cowden
- Julie Roeder
- Joanna Evenson



ALBINA VISION TRUST

- Carly Harrison
- Micah Greenberg



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- Cathy Bowman
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- Diego Rodriguez
- Julie Bassuk

MAKERS
architecture • planning • urban design

RAYOND WEST

- CJ Hilliard

RAYMOND | **WEST**
INTRALOGISTICS SOLUTIONS

PROJECT SCOPE

On February 20, 2024, the Board of Education passed Resolution 6861 as adopted, which authorized the Superintendent to direct staff to prepare for the sale of the Prophet Education Center (PEC) and relocate functions via a series of transactions that would be “all-in cost neutral” to the Portland Public School District (District or PPS). In response to the resolution, staff engaged a consultant team comprised of Bainbridge, Mackenzie, MAKERS, and Raymond West to update required adjacencies and minimum criteria for maintenance and operations functions; and Bainbridge to update required adjacencies and minimum criteria for administration functions.

This project is divided into two phases:

- Phase 1A (Discovery) is focused on researching, interviewing, and touring peer districts to understand operations and compare facility use and operations.
- Phase 1B (Visioning) updates current and future space needs and required adjacencies, develops a conceptual layout for a future facility.

The final deliverable will be space and programming recommendations and a timeline that will inform a property search, selection, and District relocation.

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Executive Summary



EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

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Summary of Project Scope

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PHASE I A - DISCOVERY

Best Practice of Peer Districts



FACILITY TOUR - SEATTLE

SEATTLE PUBLIC SCHOOLS

Seattle Public Schools (SPS) was chosen due to having a similar size and urban context to PPS, in addition to having the closest facility match. SPS has 49,000 students across 104 schools. Their administrative and M&O functions are co-located in a single 350,000 ft² building (John Stanford Center of Educational Excellence), much like the Prophet Education Center. SPS has two ancillary warehouse sites for surplus storage that will soon be consolidated to one. The team interviewed leadership from across SPS departments and toured their headquarters.



Fig 1. John Stanford Center



Fig 2. Music Shop



Fig 3. Electrical Shop



Fig 4. Kitchen



Fig 5. Warehouse



Fig 6. Warehouse Staging



Fig 7. Loading Dock



Fig 8. Paint Shop

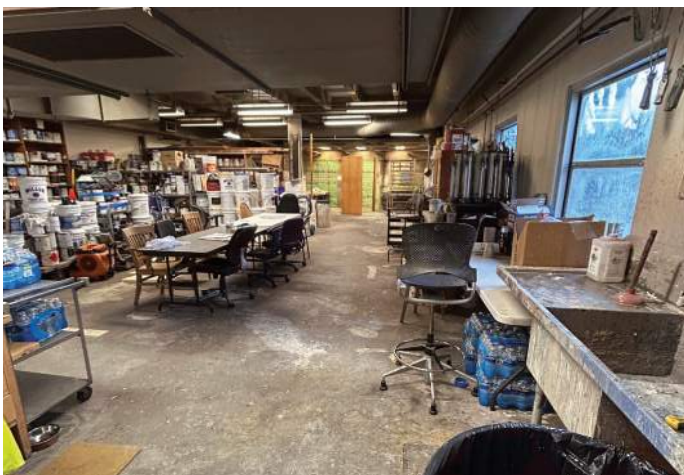


Fig 9. Carpentry Shop



Fig 10. Boardroom

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FACILITY TOUR - SEATTLE



Fig 11. Typical Enclosed Rooms



Fig 12. Typical Open Office



Fig 13. Typical Open Office



Fig 14. Typical Workstation

FACILITY INTERVIEW - SEATTLE

Siting and Adjacency

- Having a single site is beneficial to relationships between administration and M&O departments, even allowing the superintendent to maintain face-to-face connections with staff. M&O departments appreciate easy access to supportive services from administrative departments like HR, payroll, and legal.
- Having a single site is challenging when managing the staff/visitor parking overlap with fleet parking and maintenance/delivery vehicle circulation.
- SPS would consider adding a satellite maintenance facility in North Seattle to better serve schools farthest away from the headquarters, but have chosen to remain co-located.
- SPS headquarters is located near major highways and transit routes, which helps reduce parking demand for staff but more importantly improves access for families and visitors.

**SPS noted that the consolidation of sites means fewer buildings to monitor and maintain. It is also beneficial for implementing safety and security measures.*

Maintenance and Operations

- SPS divides their maintenance crew shifts on an 80:20 night/day schedule, reserving the day for emergency work and the night for scheduled maintenance. This reduces their windshield time and eases staff parking demand.
- SPS utilizes both their in-house maintenance team and contractors to cover district wide maintenance. They appreciate the flexibility provided by access to both options.
- SPS is the only district the team interviewed that has an in-house music repair program. Their shop is slightly smaller than PPS with no additional storage space; it was described as too cramped for their need.
- SPS tries to limit the storage of old or reused parts, preferring to replace with new parts and systems when possible. Their shops are designed to be flexible to be rearranged to suit different teams and needs.

- When SPS consolidates their ancillary warehouses, they will be reducing storage space from 40,000 ft² to 20,000 ft². The warehouses currently dedicate 10,000 ft² to Capital Projects & Planning, equipment, furniture, and technology, and 30,000 ft² to surplus.
- SPS recently renovated their central kitchen space, however it could be reduced by 25% (~23,000 ft²) due to continually evolving operations.

Administration

- When SPS moved into the JSC (John Stanford Center) in 2002/2003 the Admin space was planned with enclosed spaces at the core and workstations along the perimeter to maximize natural light. Private offices were designated for managers and above and other enclosed rooms were utilized for storage and conference space.
- The original standardized workstation layout remains largely unchanged, however, SPS noted staff space would benefit from lower panel heights and station sizes could be reduced to increase capacity if/when needed.
- Location breakdown/adjacencies for Admin departments
 - 3rd Floor - Teaching and Learning, HR, Finance, Legal, Finance, Superintendent and Chiefs
 - 2nd Floor - Facilities, Maintenance, Real Estate & Construction, IT, Training, Transportation and shops
 - 1st Floor - Legal, Accounting, Purchasing, Security and Boardroom
- Most meeting rooms can be scheduled by all staff/departments. There are very few dedicated conference rooms. SJC Identified need for more small private rooms for internal meetings/virtual calls since larger meeting rooms are usually occupied
- Originally leadership did not want a library/s of Curriculum Materials as part of the admin space, however, these areas are now on the 3rd floor and take up all common space which was previously under-utilized.
- Most employees are assigned a dedicated workspace except for IT which has remained partially remote.

FACILITY TOUR - BEAVERTON

BEAVERTON SCHOOL DISTRICT

Beaverton School District (BSD) was selected as a peer district because of its geographic adjacency and recently remodeled headquarters. BSD has 49,000 students across 56 schools. They have four main sites that support their administration and M&O functions, three of which are located within two miles of one another: a new administration headquarters (2021), a maintenance campus, and a transportation maintenance center with warehouse capacity. They have an additional transportation yard with warehouse capacity across the district. The team interviewed Steven Sparks, the Executive Administrator for Long Range Planning and toured the maintenance campus and administration headquarters.



Fig 15. Beaverton Maintenance Yard

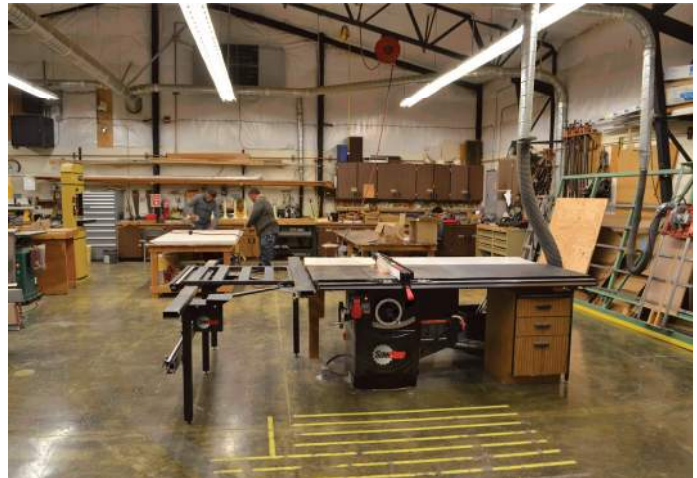


Fig 16. Carpentry Shop



Fig 17. Shop Parts Storage

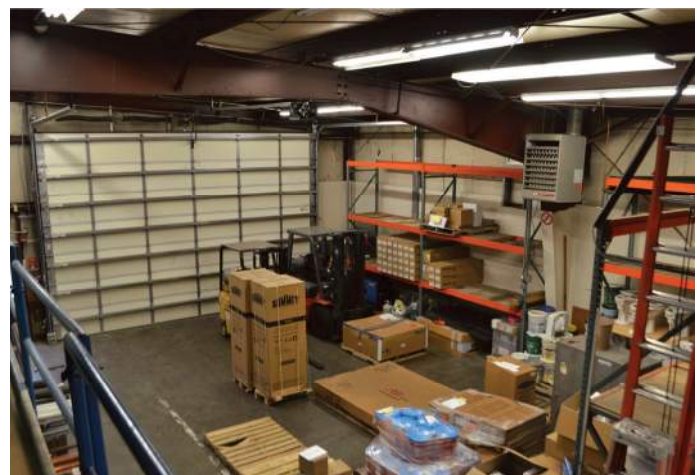


Fig 18. Building One Warehouse



Fig 19. Machine Shop



Fig 20. Building Two Warehouse



Fig 21. Boardroom



Fig 22. Multipurpose Training Room



Fig 23. Open Collaboration Area



Fig 24. Shared Breakroom

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FACILITY TOUR - BEAVERTON



Fig 25. Typical Open Office



Fig 26. Typical Phone Room



Fig 27. Typical Shared Staff Break/Copy Area



Fig 28. Typical Workstation

FACILITY INTERVIEW - BEAVERTON

Siting and Adjacency

- Administrative departments located in an adjacent building to the BSD M&O campus include property managers, bond, and facility project managers.
- Most other administrative departments were consolidated into the newly acquired administration headquarters.

Maintenance and Operations

- BSD delivers directly to and stores many items at schools throughout the district, resulting in a smaller storage footprint at the maintenance campus.
- The district would like to shift towards a central warehouse (similar to PPS), in which case they would need a roughly 20,000 ft² facility. Currently the warehouses are split between long- and short-term storage needs with furniture, athletic equipment, and many other supplies stored at schools.
- BSD is developing storage standards for each school and redeveloping a transportation facility to be able to store surplus furniture and relieve excess storage at the schools.
- BSD has funds to replace most systems instead of repairing existing structures, which often requires additional parts storage. Because of this, their shop space is much smaller.
- Nutrition services has a small test kitchen and outsources most food production for the district for an additional cost.

Administration

- The 2021 relocation to administrative headquarters was an opportunity to consolidate multiple departments and separate “back of house” from Administrative functions.
- IT and Library Services could not relocate due to lack of a loading dock.
- To reduce the square footage needed for the new site, the district recommended digitizing paper records and applying space standards; 6x8 typical workstations, approx. 4x6 for staff who spend time in schools (such as Teaching and Learning).
- BSD utilized the existing offices in their new building which dictated the size for newly built offices.
- Initial planning took place in 2020 when hybrid/remote work was prevalent, so BDS considered unassigned workspaces but as planning progressed BDS shifted to mostly dedicated workspace. Space is assigned 1:1 if staff is in office 3+ days. This is the majority except for IT who is primarily remote.
- When converting the old Admin building, BSD was able to create a large conference center which works well for Professional Development, training and large meetings.
- Lessons learned included-
 - Felt they were too concerned with making the space feel super open - workstation panels are too low, lack of privacy, open office space is very loud, staff complain about distractions. BDS ended up building out more spaces for private work/collaboration areas after move-in.
 - Open collaboration spaces aren't used as much as they envisioned - mostly used for lunch/break areas

FACILITY TOUR - EDMONDS

EDMONDS SCHOOL DISTRICT

Edmonds School District (ESD) is smaller than PPS with 21,000 students across 34 schools but was chosen to highlight a newly constructed maintenance and operations facility. The district has three sites that support their administrative and M&O functions, all within a mile of one another: an administrative headquarters, a new maintenance and transportation facility (2015), and a small warehouse. The team interviewed Nick Chou and Will Thomsen, design and construction managers for the new M&O facility and toured their maintenance facility.



Fig 29. ESD Maintenance & Transportation Facility



Fig 30. Parts Storage



Fig 31. Carpentry Shop



Fig 32. Carpentry Shop



Fig 33. Machine Shop



Fig 34. Machine Shop

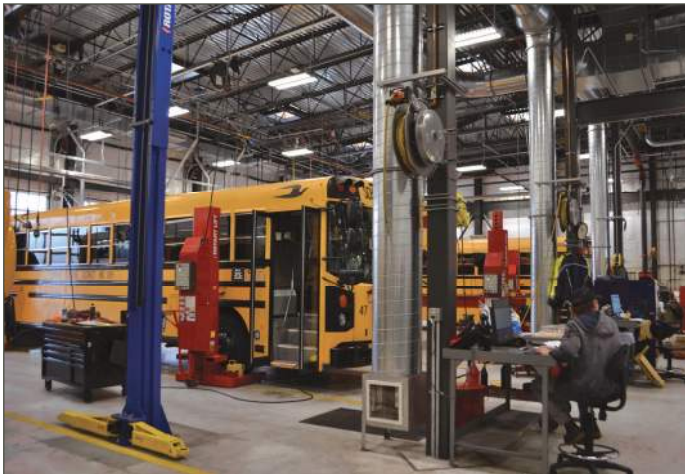


Fig 35. Vehicle Repair

FACILITY INTERVIEW - EDMONDS

Siting and Adjacency

- Construction on the new maintenance and transportation facility began with site work in 2007 (\$4-5 million) and finished with facility construction in 2015 (\$30 million). Funding was obtained through a bond that included renovations for most schools in the district to help support its passage.
- Combining operations and maintenance with vehicle repair has been invaluable to the efficiency of maintaining ESD's fleet.
- ESD has noticed maintenance and operations staff can feel disconnected from administration due to having separate sites and acknowledge a single site would be ideal if given funds and adequate property.
- The district hopes to add a warehouse to their current site as the current warehouse is across the freeway and difficult to easily access.

Maintenance and Operations

- ESD shops are highly flexible in design to respond to change over time in operational practices, district wide policies, technology, and other factors.
- The district allocated extra shop space to account for future growth, which has been beneficial to work safety and maintaining robust and stable materials storage.
- ESD budgeted an estimated \$1 million to equip their shops with newer technology, tools, and equipment.
- ESD plans to add a 15,000-20,000 ft² warehouse. They would need an additional 5,000 ft² if plans included food service storage.
- ESD's four high schools also serve as central kitchen facilities to meet the production needs of the entire district.

Administration

- Most of the discussion with Edmonds centered around their newer Operations facilities.
- The current Administration building is about 57,000 SF and was built in 1991 with capacity for 250 staff.
- 5 minute drive from new Ops site and 15 minutes from the warehouse.
- Workspaces are assigned 1:1 even though a hybrid schedule is allowed (1-1.5 days/week remote)
- Supervisors, Assistant Supervisors and Directors get private offices.
- Workstations are 9x9. Each department has some control over the configuration of their stations.
- Current workstations are older and don't allow for much flexibility or ability to respond to different work styles.
- The current building meets most of ESD's needs, however, more small meeting rooms for virtual calls would be helpful.
- Challenges:
 - The building is completely open and sound transfer is an issue between departments/floors. ESD would prefer departments be separated for better privacy.
 - Insufficient parking – when the public comes people often need to park off-site
- It was determined that a tour of the Admin Building would not be very informative, so only the Ops sites were visited.

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FACILITY INTERVIEW - SAN FRANCISCO

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

San Francisco Unified School District (SFUSD) was selected based on its similar size and urban context to PPS. SFUSD has 49,000 students across 132 schools. They have 11 sites that contain their administrative and M&O functions: two main administrative offices, eight ancillary administrative buildings, and a maintenance building co-located with their central warehouse. The team interviewed Karen Sullivan, the Executive Director of Capital Planning.

Siting and Adjacency

- SFUSD feels that, due to the ease and availability of virtual conferencing, having separate Administrative and M&O sites does not hinder communication and operation. The cultural divide between departments is more of a barrier than location.
- All SFUSD facilities are close to transit, reducing parking needs.
- SFUSD's two major admin sites are within walking distance of each other which is beneficial to workflow. Both buildings are also in close proximity to City Hall which is helpful since they are a strong partner.

Maintenance and Operations

- If it passes, their next bond will support much needed renovations and the addition of a central kitchen to the district's warehouse. This will cause a shift in their model from outsourced/straight-to-school delivery to preparing their own food.
- Most supplies are delivered direct to schools, saving space in their warehouse.
- The district takes a mixed approach to addressing maintenance – assessing costs to repair, reviewing the frequency of repairs needed, and then weighing against the cost of replacing with new systems.
- SFUSD has an internal furniture exchange system that allows schools to list unused furniture for other schools to claim prior to surplus.

Administration

- Administrative Staff are primarily in 2 buildings in downtown San Francisco. (Staff counts for each were not shared)
 - 135 Van Ness – built 1926, 116,087 sf
 - Real Estate, Bond, Construction, Facilities, Payroll, Budget etc.
 - 555 Franklin – built 1965, 69,767 sf
 - Superintendent, Legal, Communications, Academic/Instruction (Classified Staff), Enrollment, Board Room etc.
 - This site receives most of the public and student/family visits and interactions.
- There are no published space standards. They are currently at capacity for Admin space at the 2 main buildings. Their methods have been:
 - Shrink workstations as needed to accommodate departments.
 - Move groups who can function independently out of the main administration buildings into ancillary buildings, e.g. Early Education, Curriculum and Nutrition Services.
 - SFUSD would like to enact more intentional space planning by utilizing space standards instead of reacting to running out of space.
- Most staff are in the office 5 days a week. If staff can do your job virtually, you can request 1-2 remote workdays per week, however, this is not the norm.
- Both main admin buildings have adequate medium and large conference space. Additional small conf spaces/phone rooms for 1-2 people would be beneficial for virtual meetings.

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FACILITY INTERVIEW - SACRAMENTO

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Sacramento City Unified School District (SCUSD) was chosen because of its similar size and urban context to PPS. SCUSD has 41,000 students across 75 schools. They have three sites that support their administrative and M&O functions: an administrative headquarters, a maintenance and custodial site, and a new central kitchen facility (2022) co-located with their warehouse and transportation center. The team interviewed Chris Ralston, the Assistant Superintendent of Facility Support Services.

Siting and Adjacency

- SCUSD prefers a clear delineation between administration and M&O departments, noting improved operational efficiency due to limiting administrator influence on crew priorities and workflow.
- SCUSD's maintenance facility is not centrally sited, however its proximity to major highways allows better access to schools than a central location.
- The Serna Center, SCUSD's Administration Building, is centrally located but is not near major freeways so commute times to schools can be longer. It has ample parking and access to transit, which is beneficial.

Maintenance and Operations

- The Central Kitchen facility is 30-40,000 ft² and has a capacity to produce over 40,000 meals daily, ready to deliver to schools the following day.
- The district typically replaces old infrastructure with new to comply with California laws. Maintenance only stocks a few commonly used items or those that are more conveniently ordered in bulk, allowing their staff to purchase supplies at stores as needed to reduce storage space.
- The district uses schools that have been closed for additional storage, however they are systematically removing this storage and surplus these properties. They have minimal storage at open schools.

Administration

- Administrative Staff are primarily located at the Serna Center.
 - 20 year old facility
 - Approx. 155,000 sf, 500 staff
- SCUSD is trying to reset space standards that have deteriorated over time by reconfiguring quadrants of workstations at the Serna center. Workstations are 48 sf, 64 sf and 92 sf based on role, however, that needs further evaluation.
- Director positions and above receive standard offices, approx. 120-150 sf.. Superintendent, Deputy Superintendent and CEO positions receive larger offices with internal meeting space.
- All staff are in 5 days a week. There is no remote or hybrid work.
- The Serna center was designed with ample conference space that can be reserved for in-person and virtual meetings.
- There are some large conference rooms at Serna that can be used for professional development and some spaces at middle schools, but Facilities is always being asked to build a Professional Development Center.

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FACILITY INTERVIEW - SALEM-KEIZER

SALEM-KEIZER PUBLIC SCHOOLS

Salem-Keizer Public Schools (SKPS) was chosen because of its similar size to PPS. SKPS has 39,000 students across 65 schools. Their district administrative and M&O functions are contained in eight sites across the city: three administrative facilities; two transportation centers; and one facility each for technology services, maintenance and warehousing, and food and nutrition. The team interviewed their Coordinator of Operations and Logistics and two Business Solutions Analysts from their Bond department.

Siting and Adjacency

- SKPS has done the best they can to maximize investments and efficiencies but would prefer to co-locate more of their functions since balancing the adjacency needs of separated departments has been a logistical challenge for them.
- Purchasing and Procurement and Real Estate/Property Services are the two administrative departments co-located with the maintenance and warehouse facility.

Maintenance and Operations

- SKPS has a dedicated wood shop; other shop space is co-mingled in a bay system.
- Maintenance staff often save and repurpose parts, requiring a significant amount of shop space dedicated to storage.
- While their maintenance space is adequate, they would prefer to double their current parking footprint to accommodate more fleet.
- Their warehouse stocks three months of supplies to accommodate for surges and changing needs. SKPS continually monitors their inventory and consumption to better anticipate needs.
- Furniture surplus is dispersed across the district but will be centralized in 5,000-6,000 ft² of racked storage at their M&O facility once renovations are complete.
- SKPS also maintains an internal store (Central Stores) at their warehouse that serves other Oregon school districts, public agencies, and community non-profits. These organizations

can purchase various office, classroom, first aid, custodial and other supplies through a cooperative agreement and SKPS delivers the supplies.

- Curriculum is primarily stored at schools; 500 ft² of warehouse space is reserved for curriculum.
- Food and Nutrition Services acts as a central distribution site for food that is delivered to schools during the night and early morning and then prepared at the schools.

Administration

- Currently administrative staff are spread out across sites, but area grouped on similar departments to promote workflow and efficiency.
 - Lancaster Professional Center (LPC) 35,000 sf, approx. 115 staff -
 - Superintendent's Office and key administrative departments
 - Student & Family Services (SFS) 48,000 sf, approx. 230 staff -
 - Hub for departments focused on providing essential services to students and families like McKinney-Vento, SPED and Language services
 - This is leased space but owned facilities are preferred.
 - Portland Road Professional Center (PPC) 9,644 sf -
 - Curriculum/Instruction, Nursing and Library/Media
- Microsoft Teams software has been invaluable for remote communication for departments and staff at different locations.

- SKPS noted space standards are highly affected by what space is available and constrained by budget issues. As they move forward with new furniture, standards are being implemented.
- Due to the shift to virtual meetings, staff would prefer taller panels to help with distractions.
- Headsets have been issued to help with noise issues, and conference rooms are reservable for virtual meetings. No special “zoom” rooms are provided for this purpose.
- Administrators, directors, coordinators and managers all typically have offices.
- Most staff are in 5 days a week, workspaces are assigned 1:1.
- SKPS often outsources space when needed for large meetings or professional development, due to a deficiency in spaces large enough to accommodate these functions.

FOCUS GROUP DISCUSSION

Summary

A focus group was held with department leaders on November 25, 2024, to review peer district findings and discuss their potential relevance to PPS. Major themes from that discussion are listed below.

- **Co-location is important.** Co-location is important to PPS culture and efficiency and there will be impacts to separating some functions currently co-located at the Prophet Center; specifics to be discussed in the next project phase. Though not currently at the Prophet Center, co-locating district-wide administrative departments as well as transportation with maintenance and operations could significantly reduce unproductive travel time and should be explored further in this project.
- Property criteria priorities include a **central location**, adequate **staff parking**, and **safety and security** for the site and building.
- If in multiple locations, facilities should ideally be no more than **10 minutes driving distance apart**, although this will be impacted by a variety of factors including time of day.
- **There are a range of opinions about parking.** Some focus group attendees believe that providing parking for employees is important to recruitment and retention. Others hope to reduce free parking to influence behavior and progress toward climate justice goals. Parking can be a hiring incentive and is essential for departments that **require staff to have personal vehicles**.
- **Human Resources (HR) support is desired.** Many departments would prefer to have on-site HR representation to facilitate the hiring process and support staff.
- **Public access** is most critical for education-based departments.
- An appropriately designed and outfitted **emergency operations center (EOC)** is a priority, with secondary facilities at each site.

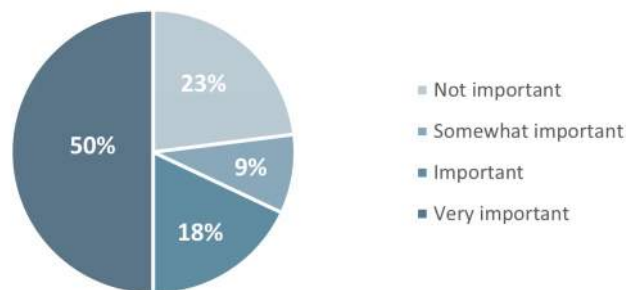
Focus group attendees highlighted this project's opportunity to help contribute to the mission of the Albina Vision Trust. Attendees are looking forward to the potential of reviewing team space, reducing windshield time, and forming right-size facilities and infrastructure. They hope this effort will result in spaces that encourage collaboration, streamline processes, and are safe and welcoming to staff and the community.

Polling Results on Key Issues

Focus group attendees were polled anonymously around six key questions, which helped facilitate discussion around polling results. Polling outcomes and discussion highlights are shown below.

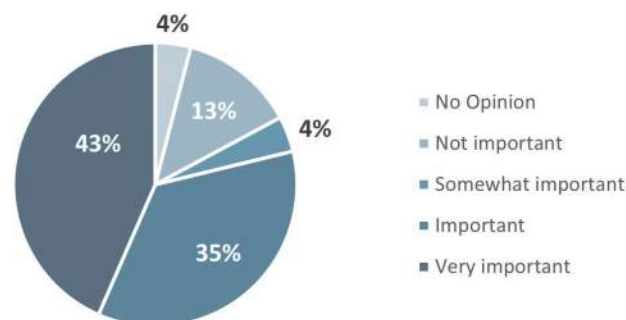
How important is it to PPS culture to be co-located?

- 68% of PPS focus group attendees feel it is important or very important to PPS culture to co-locate all departments.
- Some attendees noted an interest in learning more about other departments' operations as part of this assessment and relocation and anticipate new opportunities to collaborate.



How important is it to PPS efficiency to be co-located?

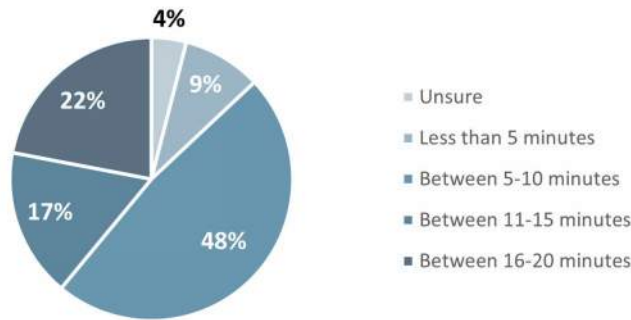
- 78% of PPS focus group attendees feel it is important or very important for efficiency to co-locate all PPS departments.
- Proximity to security services and HR is important for providing a streamlined M&O application and hiring process. Co-location allows HR to easily conduct in-person interviews and security services to provide badges for new hires.
- Staff at the off-site transportation facility sometimes perform HR-related job functions to support the staff's need for in-person communication.
- Transportation would prefer to be co-located with other M&O departments that would benefit from proximity to vehicle maintenance, namely nutrition services.
- There are administrative staff at satellite sites that would benefit from co-location with the rest of PPS staff in a new facility.
- Co-located departments make it easier for new school staff, especially principals, to navigate district services.



FOCUS GROUP DISCUSSION CONT.

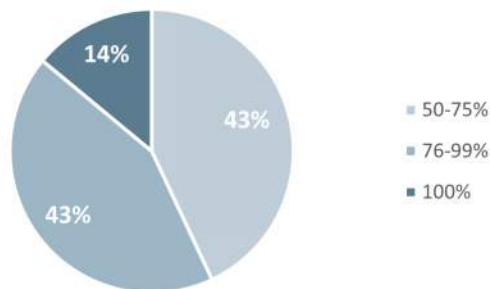
What should be the maximum travel time between sites if in multiple locations?

- 48% of focus group attendees feel that 5-10 minutes of travel time between sites is ideal.
- One attendee noted that a lack of parking results in staff needing to locate off-site parking, further impacting travel time.



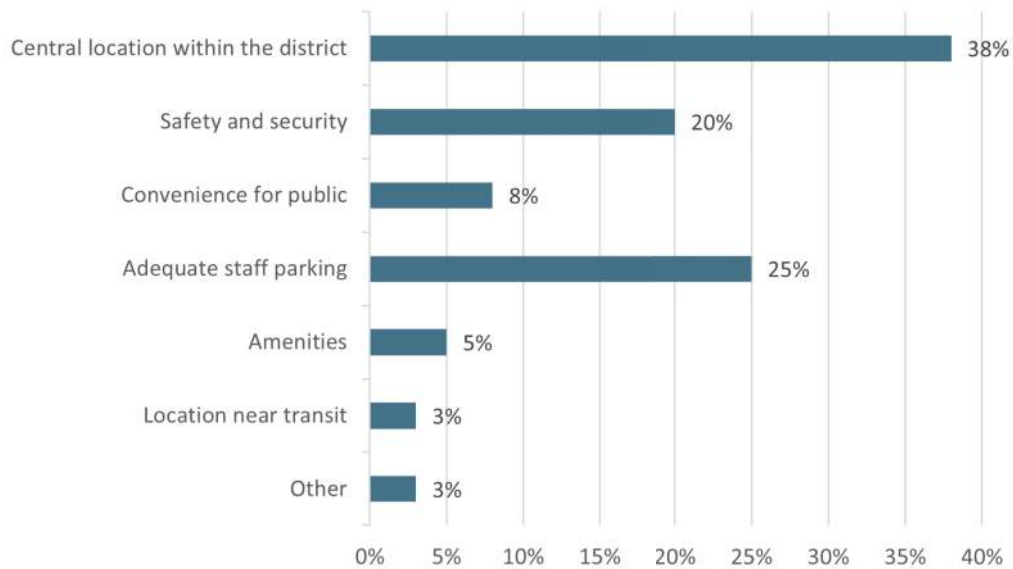
Assuming convenient transit access, what percentage of staff would IDEALLY have a dedicated parking space?

- 43% of PPS focus group attendees believe that between 50-75% of staff should have dedicated parking spaces at a new headquarters facility, with 43% believing between 76-99% of staff will need dedicated parking spaces.
- Attendees suggested providing shared parking similar to the current arrangement between PPS and the Moda Center.
- Transit is too limited for staff to efficiently commute from the PEC to various schools each day.
- Paid parking is not feasible for all staff. Some staff use their personal vehicles for work, which requires an on-site parking spot.
- Safety is a concern for off-site parking.



What is the most important site or property criteria? (Participants chose up to two)

- PPS focus group attendees prioritized a central location within the district (38%), adequate staff parking (25%), and safety and security (20%) as their most important site or property criteria.
- Transportation noted an estimate of 4,000 additional miles a week in windshield time because of their location at the edge of the district.
- Proximity to transit is a priority for visiting families.
- Attendees stated the importance of a new facility being designed to make families feel welcome and served by PPS.



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PHASE I B - VISIONING

Refinement of the PEC Space and Programming Report Recommendations Summary

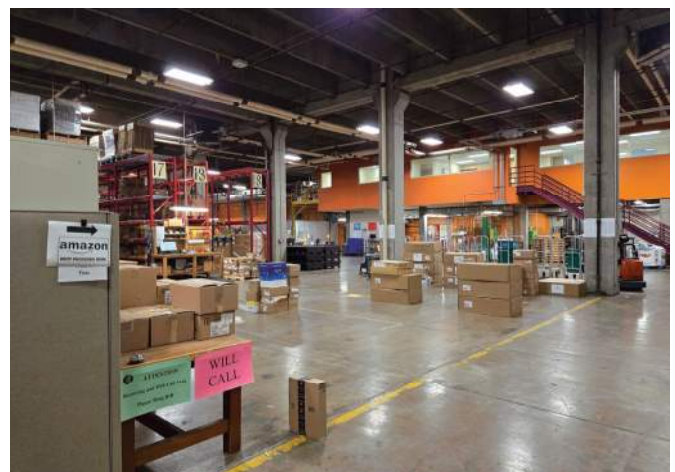


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DEPARTMENT INTERVIEW SUMMARY

In order to prepare the PEC Space and Programming Evaluation Report, Bainbridge and Mackenzie conducted interviews with each Portland Public School department. Each department received a standard set of questions, as well as department specific questions to address distinct needs that each department may have. We challenged each department to think of efficiencies that could be achieved if they were located in a new modern facility. Each department also received information on the peer district findings compiled in Phase 1A as a comparison of where their department stood in comparison to their peers.

Upon completion of the department interviews, the warehouse storage facility was toured by each department with the consultants to understand, the current rotation of inventory, the management of inventory, the lay down space required, receiving and shipping requirements, what are items that are no longer required by PPS that can be either donated or purged, and utilization of the loading docks.



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INTERVIEW SUMMARY CONT.

Programming Phase included the following:

- Conducted 20 interviews with Chief's and/or department representatives
- Site verified all existing office space, documented current storage and identified other misc. needs
- Discussed operational effects with each department if future facility is split into two separate sites (Admin/Ops)
- Created programming sheet for each Chief/Department identifying staff counts, types of workspaces and required support spaces. Each space was assigned a standardized square footage

Administrative office specific findings:

- Current workstations and private offices are sized based on existing physical conditions and vary throughout the building. Departments and their staff have been fit into their areas based on these existing conditions, available systems furniture sizes and are typically arranged as efficiently as possible. In order to understand space needs and create consistency, standardized sizes for workspaces and support spaces were assigned across all departments. This adds efficiency and flexibility as departments shift and change. The following sizes were implemented:
 - 35 SF (6'-0" x 6'-0") – standard workstation
 - 25 SF (5'-0" x 5'-0") – hotel workstation
 - 120 SF – Standard office for Directors
 - 220 SF – Standard office for Chiefs (includes meeting space for 4-6 people)
 - 320 SF – Standard office for Superintendent (includes meeting space for 6+ people)
- It was determined that the existing Board Room and adjacent flex space are typically used in conjunction to provide enough space for large gatherings and meetings. These two spaces were added together for the future Board Room minimum square footage.
- Conference space for groups of sizes 20-25 were identified as a need by 6 departments.

Two rooms of this size were added to the administrative support spaces

- Large event and professional development spaces with room to accommodate 50+ people were identified as a need by at least 3 departments. It was noted that when these spaces are needed groups have to go to a different facility or must rent space which has cost and efficiency implications.
- Most groups agreed that small, enclosed phone rooms would be necessary for a successful open office workspace. Virtual calls are noted as loud and disruptive in an open work environment and are a common occurrence for staff in all departments.
- Many departments had dedicated coffee/break areas and copy/work areas. Almost all groups stated they could easily share these functions for a more efficient use of support space.
- Other Assumptions used in program and criteria development:
 - A seat is assumed for every staff member currently assigned to PEC, a hybrid work model was not considered.
 - No future staff growth is included.
 - Square footage requirements for off-site staff/functions are not included.
 - Conference rooms are listed as either shared or dedicated based on department programming meetings. These may fluctuate but provide design flexibility for PPS.
 - A lunchroom/cafeteria with cooking capabilities was not included. Breakroom space appropriate for the overall staff count was listed as a lump sum to be distributed depending on the scenario and built conditions.
 - No changes to current PPS operations were assumed

Shop Specific Findings:

- In comparison to other peer districts, the shop facilities are generous in size. Fabrication and Shop; Maintenance – acknowledged that they can reduce their overall shop and fabrication areas by 30% which would be comparable to peer districts.
- Reduction in space would be accomplished by eliminating underutilized equipment, shared equipment within different shop divisions, and eliminating and categorizing inventory.
- Similar to the warehouse inventory, there is no district wide inventory of parts and pieces etc. With SKU and or bar codes, therefore it is difficult to understand at any given point what materials and pieces are within the shop. This can potentially cause redundancy and inefficiency in ordering parts etc.

At the culmination of the interviews, Bainbridge and Mackenzie facilitated an overview discussion with the Core Team to review information collected prior to advancing to program documentation.

- In line with current Industry Standards, the new facility takes into consideration new safety features. Dedicated pedestrian vs. equipment paths be clearly delineated and provided within the warehouse circulation space. (Photos from Examples of Safety)
- PPS currently does not have a district wide inventory system, therefore each department must keep a good line of communication with the warehouse facility management team so that inventory is understood and can be managed.



Examples of Safety



Electrical Shop



Music Shop

INTERVIEW SUMMARY CONT.

Warehouse specific findings:

- The existing racking system was designed to meet the codes in place at the time of installation. It does not accommodate standard pallet sizes and is therefore not being utilized to its fullest capacity. Updated seismic standards will apply when permitted in a new location and new racking should accommodate standard pallet to maximize storage efficiency.
- For the new operations facility, in order to be in compliance with new regulations and code, the following are recommended to be part of the minimum criteria:
 - A minimum of 6" thick concrete slab for seismic code requirements.
 - A ESFR (in-rack fire suppression system) sprinkler system that would eliminate the need for an in-rack sprinkler allowing for more opportunity to store within the racking system.
 - Replace all existing racking systems with new racking systems that allow for more efficient weight distribution, added safety features, standardized pallet sizing, and meets current high seismic zone requirements.
- PPS currently has 6,072 pallet positions with varied pallet heights based on the existing beam levels. When defining space needs in a warehouse, the standard representation is in volume in lieu of square footage. They currently have 263,578 cubic feet of storage space for racking. Assuming that PPS will not be removing any programs or elements for their new facility, PPS would need at least 263,578 cubic feet of racking storage to be able to accommodate what they are currently storing.
 - Approximately 40% of inventory is managed by Instructional Resource Center (IRC) with textbooks and science kits.
- The majority of their existing beams are 106" and their pallet width is primarily 40". This means each rack can only store two pallets per beam level with an extra 26" of available length, creating inefficient unusable space. The consultant team would recommend the new racking system use 96" beams which is standard for two pallets that are 40" x 48". For each row that has 11 or more bays this change to 96" beams could gain an additional bay in each row, or gain approximately 51 bays throughout their whole warehouse.
- The vast majority of PPS's warehouse is laid out in what industry standards call VNA (very narrow aisle), using aisles down their rows that are 6 ft wide. In a VNA application the most common forklifts used are order pickers and swing reaches. PPS has both order pickers and swing reaches at their current location. Their order picker has an elevated height of 210 inches. Meaning this unit could reach beams levels a little under 18 feet, therefore if in the new facility the clear height is higher than PEC, a new order picker will be required to reach new heights.
- PPS's other big limitation in their existing warehouse is their overall storage height. The majority of the current racking is 14' high. It is recommended that the new warehouse has a clear height of 30'. This would allow PPS to store between 20-26 ft.
- If PPS were to find a warehouse that can accommodate these heights, they would need to potentially purchase new equipment that would allow them to store product at higher elevations. Those who are currently trained and certified to operate the lifts will not need to be trained again to be able to use similar equipment that goes higher. The more product that PPS is able to store at a great height the more space they can save on their overall footprint.
- PPS currently stores any items in the warehouse that are small parts, such as the science kits, laptops, etc. Raymond West recommends that a system like a Kardex Vertical Lift Module be considered in the new facility to optimize storage space and decrease the overall footprint within the warehouse. This provides a high-density storage solution, efficiency utilizing the overall footprint, with greater improvement to the picking speeds, as well as a safe and secure place to store valuable items such as laptops.

PEC EXISTING WAREHOUSE FLOOR PLAN



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PEC SPACE AND PROGRAMMING REPORT

RECOMMENDATIONS DEVELOPMENT SUMMARY

Bainbridge and Mackenzie worked closely with Portland Public Schools to review and validate the program using space standards to organize the rooms and provide adequate square footages typically required by School District Headquarters – Administration and Operations facilities of this size.

Space needs assessment and programming is a critical process in any project. Understanding existing conditions, operational needs, constraints, and future growth forecasts play a key role in influencing space needs and planning projections. Space needs programming represents a collection of physical needs for the public, staff, shared functions and facility support functions of the building and exterior requirements. The culmination of the physical space needs assessment provides a recipe for total square footage requirements of the building and site for identified current projections. Accurately identifying and rightsizing building and site needs, is essential in understanding full project square footage needs and identification of potential existing building relocation or sites for development.

Based on the programming workshop, Bainbridge and Mackenzie developed the following programming document to capture information from initial staff interviews. The programming document encompasses staffing and program needs for immediate occupancy. Per Portland Public School request, the programming does not consider any future growth or change in operations. The space allocations include space sizes, quantities, and unique requirements specific to individual needs are found in Appendix A.

- Created a programming sheet for all shared and amenity spaces not dedicated to a specific department (i.e. Board Room, Professional Development/Event spaces, Mother’s Rooms, etc .)
- Assessed current conference room and break room sizes and quantities against desired amounts identified during programming interviews
- Identified satellite and hoteling spaces required by departments if split into two sites
- Separated departments based on site preference (Admin./Ops) to create Scheme 3

PEC SPACE AND PROGRAMMING REPORT

RECOMMENDATIONS DEVELOPMENT SUMMARY

The three schemes that were evaluated are the following:

Scheme 1 – A combined administration and operations facility, like the PEC with improved efficiencies.

Scheme 2 – Two separate facilities, one for Administration and one for Operations. The operations facility will be primarily – shops, warehouse space, and nutritional services, and excludes administrative staff that have preference of being located at the operations facility.

Scheme 3 – Two separate facilities, one for Administration and one for Operations with each department located at their preferred facility. The following is a breakdown of departments at each facility:

- Administration Facility
 - Superintendent
 - Chief of Staff
 - Chief Financial Officer
 - General Counsel
 - Chief of Human Resources
 - Chief Accountability and Equity Officer
 - Chief Academic Officer
 - Chief of Student Success Services
 - Chief of Schools
- Operations Facility
 - Fabrication & Shop; Maintenance (COO)
 - Nutritional Service (COO)
 - Warehouse (COO)
 - Chief Operating Officer (COO)
 - Office of School Modernization (OSM)
 - Security Services
 - Real Estate & Construction (REC)
 - Office of Technology Information Services (OTIS)

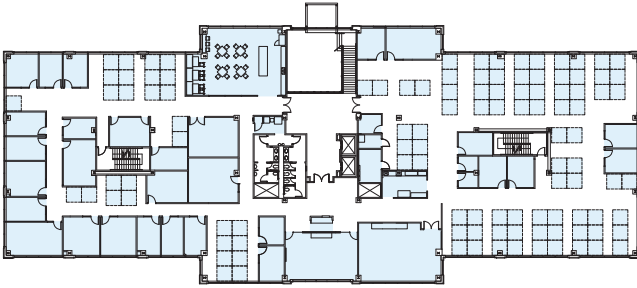
Beyond the specific individual space needs, a circulation factor exists to represent space needs for common hallway circulation, corridors, building mechanical shafts and walls that cannot be categorized as functional program but contribute to the overall required building space needs.

- **Net Area or NSF** (net square feet); references only the actual room square footage.
- **Usable Area or USF** (usable square feet); accounts for interior walls and building circulation.
- **Gross Area or GSF** (gross square feet); for built structures includes exterior walls, vertical penetrations, mechanical, restrooms, code required spaces, and other support spaces; for surface parking includes stall sizes; and for yard storage includes site area.

(see page 03-11 for diagram)

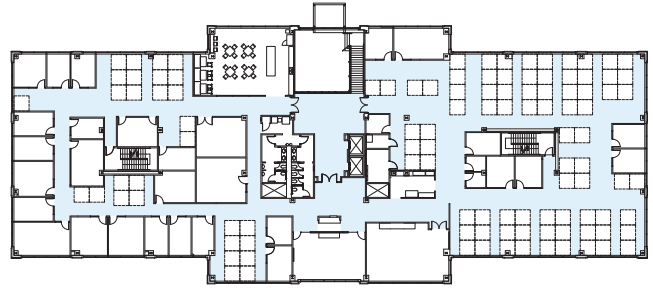
- An industry standard circulation multiplier of 1.55 was added to the net square footage (NSF) for all admin spaces to calculate usable square footage (USF). This is typical when the building program is predominantly workstations. However, it does not allow any contingency to compensate for inefficiencies in a building floor plate.
- A building gross multiplier of 1.2 was added to the usable square footage (USF) to account for exterior walls, vertical penetrations/circulation, building systems and restrooms to calculate gross square footage (GSF).
- An industry standard circulation multiplier for Operations facility of 1.15 was added to the net square footage (NSF) for all operations spaces to calculate usable square footage (USF). This is typical for a fabrication / warehouse facility, However, it does not allow any contingency to compensate for inefficiencies in a building floor plate.
- An operations building gross multiplier of 1.15 was added to the usable square footage (USF) to account for exterior walls, vertical penetrations / circulation, building systems and restrooms to calculate gross square footage (GSF).

TYPES OF SQUARE FOOTAGE - DIAGRAM



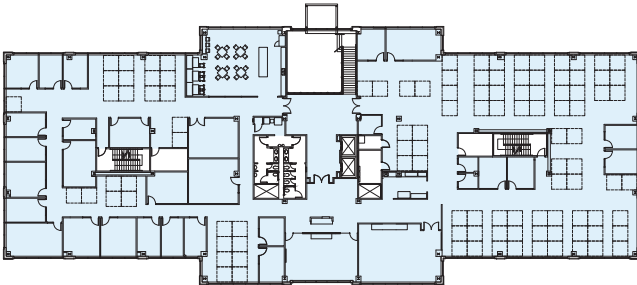
Net Square Feet - NSF

The area of each programmed space.
(workstations, private offices, conference rooms, ect.)



Circulation Area

All circulation throughout the floor plan to access primary and secondary spaces. Excludes elevators and exit stairs.



Usable Square Feet - USF

Total occupiable area.



Gross Square Feet - GSF

Total floor area to the exterior face of the building. Includes building systems and vertical penetrations.

PEC SPACE AND PROGRAMMING REPORT RECOMMENDATIONS DEVELOPMENT SUMMARY

PROGRAM MATRIX - SCHEME 1

SCHEME 1:				Grand Total:	278,557
COMBINED FACILITY - ONE FACILITY					
<i>Description: Same program as PEC - All in one facility</i>					
Total FTE: 691			Existing GSF: 339,636 SF		
	Net Square Feet (NSF)	Usable Square Feet (USF)	Gross Square Feet (GSF)	Total Site Square Feet (TSF)	
Administration	60,970	94,504	113,404		
Operations - Office	7,895	12,237	14,685		
Operations - Warehouse/Storage/Shop	113,776	130,842	150,468		
Site Functions (Trash, generator, etc.)				34,336	
Site Parking (inclusive of Drive Aisles, etc.)				307,080	
				Fleet Parking:	121
				Employee Parking:	691
				Visitor Parking:	40
				Total Parking Stalls:	854
TOTAL ADMIN & OPS COMBINED FACILITY BUILT AREA (in square feet)				278,557	
Notes:					
* When relocating to a new facility, the facility will need to meet the current code requirements, which is unavailable in the existing facility due to the age of the building. For example: plumbing count, clearances around equipment, egress, wellness room, etc.					

PROGRAM MATRIX - SCHEME 2

SCHEME 2:				Grand Total:	281,665
ADMINISTRATION FACILITY w/ OPS STAFF					
<i>Description: All administrative offices/workstations at Admin</i>					
Total FTE: 577			Existing GSF: 115,218 SF		
	Net Square Feet (NSF)	Usable Square Feet (USF)	Gross Square Feet (GSF)	Total Site Square Feet (TSF)	
Administration	60,970	94,504	113,404		
Hoteling Station	75	116	140		
Site Functions (Trash, generator, etc.)				1,940	
Site Parking (inclusive of Drive Aisles, etc.)				218,520	
				Fleet Parking:	29
				Employee Parking:	577
				Visitor Parking:	20
				Total Parking Stalls:	628
TOTAL ADMIN WITH OPS STAFF FACILITY BUILT AREA (in square feet)				113,544	
OPERATIONS FACILITY wo/ OPS STAFF					
<i>Description: Departments with only direct physical and personnel relationship with Operations/Warehouse</i>					
Total FTE: 114			Existing GSF: 224,418 SF		
	Net Square Feet (NSF)	Usable Square Feet (USF)	Gross Square Feet (GSF)	Total Site Square Feet (TSF)	
Operations - Office	7,895	12,237	14,685		
Operations - Warehouse/Storage/Shop	113,776	130,842	150,468		
Hoteling Station	1,596	2,474	2,969		
Site Functions (Trash, generator, etc.)				32,396	
Site Parking (inclusive of Drive Aisles, etc.)				81,360	
				Fleet Parking:	92
				Employee Parking:	114
				Visitor Parking:	20
				Total Parking Stalls:	226
TOTAL OPS WITHOUT OPS STAFF BUILT AREA (in square feet)				168,121	
Notes:					
* When relocating to a new facility, the facility will need to meet the current code requirements, which is unavailable in the existing facility due to the age of the building. For example: plumbing count, clearances around equipment, egress, wellness room, etc.					
** Two separate facilities will mean a twice the many vertical circulation, building systems - mechanical shafts, plumbing chaise etc.					

PEC SPACE AND PROGRAMMING REPORT RECOMMENDATIONS DEVELOPMENT SUMMARY

PROGRAM MATRIX - SCHEME 3

SCHEME 3:				Grand Total:	281,764
ADMINISTRATION FACILITY wo/ OPS STAFF					
<i>Description: Departments at their preferred location</i>					
Total FTE: 419			Existing GSF: 89,106 SF		
	Net Square Feet (NSF)	Usable Square Feet (USF)	Gross Square Feet (GSF)	Total Site Square Feet (TSF)	
Administration	48,141	74,619	89,542		
Hoteling Station	982	1,522	1,827		
Site Functions (Trash, generator, etc.)					1,940
Site Parking (inclusive of Drive Aisles, etc.)					160,560
					Fleet Parking: 7
					Employee Parking: 419
					Visitor Parking: 20
					Total Parking Stalls: 477
TOTAL ADMIN WITHOUT OPS STAFF BUILT AREA (in square feet)				91,369	
OPERATIONS FACILITY w/ OPS Staff					
<i>Description: Departments at their preferred location</i>					
Total FTE: 272			Existing GSF: 250,530 SF		
	Net Square Feet (NSF)	Usable Square Feet (USF)	Gross Square Feet (GSF)	Total Site Square Feet (TSF)	
Operations - Office	20,777	32,204	38,645		
Operations - Warehouse/Storage/Shop	113,776	130,842	150,468		
Hoteling Station	689	1,068	1,282		
Site Functions (Trash, generator, etc.)					32,396
Site Parking (inclusive of Drive Aisles, etc.)					139,320
					Fleet Parking: 114
					Employee Parking: 272
					Visitor Parking: 20
					Total Parking Stalls: 406
TOTAL OPS WITH OPS STAFF BUILT AREA (in square feet)				190,395	
Notes:					
* When relocating to a new facility, the facility will need to meet the current code requirements, which is unavailable in the existing facility due to the age of the building. For example: plumbing count, clearances around equipment, egress, wellness room, etc.					
** Two separate facilities will mean a twice the many vertical circulation, building systems - mechanical shafts, plumbing chaise etc.					

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PEC SPACE AND PROGRAMMING REPORT

RECOMMENDATIONS DEVELOPMENT SUMMARY

PROPERTY SEARCH RECOMMENDATIONS

When searching for properties, Bainbridge and Mackenzie recommends that PPS utilize a range of square footages for each Scheme. When moving into an existing facility, there may be inefficiencies within the facility, such as, curvatures in walls that create underutilized spaces, inefficient locations of building systems, etc.

The recommended range for each of the three different schemes to aid in a property search analysis are as follows. Please note that the range is rounded to the nearest thousands.

- **SCHEME 1:**
 - Combined Facility - 279,000 SF - 307,000 SF
- **SCHEME 2:**
 - Administration Facility with Operations Staff - 114,000 SF - 125,000 SF
 - Operations Facility without Operations Staff - 168,000 SF - 186,000 SF
- **SCHEME 3:**
 - Administration Facility without Operations Staff - 96,000 SF - 106,000 SF
 - Operation Facility with Operations Staff - 191,000 SF - 210,000 SF

The following minimum criteria should be taken into consideration as PPS searches for facilities:

- **Criteria 1: Owned not Leased**
 - Context: The District does not have the financial capacity to take on a long-term lease that would increase over time. Ownership also allows greater control over operating expenses.
- **Criteria 2: Within District Boundaries**
 - Context: The Administrative site must be within District boundaries. However, the Operations Center could be outside the boundaries if it results in a more appropriate site and any increase in average driving time is justifiable.
- **Criteria 3: Central Location**
 - Context: Given the high volume of travel between the District headquarters and schools, the location(s) should be reasonably central (relative to schools) to allow efficient travel back and forth for both PPS staff and the public.
- **Criteria 4: Easy Freeway Access**
 - Context: The location(s) needs good access to major freeways and arterials.
- **Criteria 5: Access to Public Transit**
 - Context: As part of the PPS commitment to Climate Justice, we will continue to encourage use of mass transit.
- **Criteria 6: Parking**
 - Context: The new location(s) must have a reasonable (warehouse 1:1000 SF and admin 2:1000 SF) number of on-site parking spaces correlated to the functions at the site, including parking for visitors and families who need to access Central Office functions and Board meetings.

- **Criteria 7: Accommodates PPS Spatial and Functional Needs**
 - **Context:** The selected relocation options must support PEC's programming as identified through the PEC Space and Programming Evaluation report. Select parameters and assumptions are highlighted below:
 - On-site workspace for every PPS Central Office employee.(March 2025 staff count without increase or reduction; no changes to PPS operations were assumed).
 - Equivalent conference space to PEC (redistributed in quantity, size, and capacity to better align with needs).
 - Break and lunchroom space within industry standards.
 - Private office space in line with sensitive work requirements and District policy.
 - Boardroom space with equivalent seating capacity, dais, and AV capacity as PEC Boardroom
 - Operations space for current functions and inventory storage, including:
 - Fabrication & Shop Maintenance
 - Nutritional Service, including industrial kitchen
 - Warehouse
 - Chief Operating Officer (COO)
 - Office of School Modernization (OSM)
 - Security Services
 - Real Estate and Construction Management (REC)
 - Office of Technology Information Services (OTIS)
 - Loading Docks (at least 10)
 - Fleet Parking (at least 121 spaces)
- **Criteria 8: Safety**
 - **Context:** Site safety is critical for staff and visitors, particularly after dark.
- **Criteria 9: Cost Neutral to PPS**
 - **Context:** Consistent with Resolution 6861 As Adopted, the entirety of the relocation must be cost neutral to PPS.

Back Cover

Thank you for your questions. Please find individual responses below. To provide helpful context, the following overview outlines the broader process and framework currently underway.

Board Resolution 6861 directs the Superintendent to identify the tasks necessary to find the location for a new headquarters and operations center, including developing Minimum Criteria. In response, staff have developed a set of Minimum Criteria designed to ensure that any prospective site can support the core operational needs of PPS at one or more locations. It is important to view this step as the *beginning* of the process—not its conclusion. The next phase involves identifying properties that meet, or come close to meeting, the established criteria followed by a robust property evaluation.

It is unlikely that any single property will satisfy all criteria perfectly. Therefore, each candidate site will need to be assessed holistically, with careful consideration of how well it aligns with PPS’s functional needs. The Board will play a key role in this evaluation, providing guidance to Staff throughout the process. Additionally PEC staff will continue to play a key role and provide input as properties are considered and PPS completes “test fits” - preliminary space planning assessments to determine whether specific properties can accommodate current operations. All property actions will adhere to the requirements of Policy [8.70.040 Preservation, Maintenance and Disposition of District Real Property](#) and **must be approved by the Board through a formal resolution**. If the process does not yield a suitable property, the **Board reserves the right to decide that the PPS headquarters will remain at its current location**.

About the Minimum Criteria

The criteria were intentionally designed to balance specificity and flexibility. They are specific enough to exclude properties that clearly do not meet PPS’s fundamental needs, yet broad enough to ensure potentially viable sites are not dismissed prematurely. Staff were careful not to be overly restrictive, recognizing that suitable relocation options may be unique or unforeseen.

Next Steps: Property Search and Evaluation

The property search phase will begin upon Board approval of the Minimum Criteria, and site evaluations will begin once candidate properties have been identified. The process will focus on identifying and assessing real options against the criteria, with the goal of finding the most suitable location—or locations—for PPS’s future needs. Through a series of meetings and communications during this process, the project team will obtain staff input and the Board will be consulted to evaluate options and direct the Superintendent. As noted above all real property binding agreements will be approved by the Board via resolution, following significant input in advance of such decisions.

[Questions from J. Brim-Edwards about the Staff Recommendation on Minimum Criteria](#)

1. Meeting Current Functionality: Does the Minimum Criteria Project staff is recommending meet the baseline requirements that “reflect the current functionality of PEC operations in order to replace the functions that are currently housed within PEC.” (Section 2.02 of the Operating Agreement.

Conceptually, yes. The Minimum Criteria explicitly state that the new facilities must support the full programming currently at PEC, including on-site workspace for every Central Office employee, equivalent boardroom capacity, operations space (including warehouse, shops, and nutrition services), and other core functions. These criteria were based on a detailed space and programming evaluation and designed to ensure full continuity of services.

That said, simply meeting square footage requirements does not ensure a facility will function effectively for PPS. One example: an important consideration when assessing warehouse space is the building’s *clear height*—the usable vertical space within the facility—which plays a critical role in determining overall storage efficiency. Based on our analysis approximately 270,000 cubic feet of space is needed to support current storage and flexible-use requirements. This volume however includes only the racking systems and the aisles between them. Depending on a different warehouse’s clear height, the amount of floor area required to achieve this volume varies:

- 30' Clear Height: Requires 33,000 SF of usable racking and circulation area, resulting in a total warehouse footprint of 144,000 SF (gross).
- 20' Clear Height: Requires 35,775 SF of usable space, equating to 150,468 SF (gross).
- 16' Clear Height: Requires 42,299 SF of usable space, increasing the gross warehouse size to 157,765 SF.

Because properties can potentially meet all minimum requirements but still not meet PPS’s functional needs, considered sites will undergo robust analysis during the property evaluation phase, including completion of “test fits” to determine functionality of specific spaces. Test fits may include:

- Analyzing the layout of the property (floor plans, dimensions, column spacing, etc.).
- Overlaying operational requirements, such as office spaces, equipment areas, production zones, meeting rooms, restrooms, boardroom, and warehouse/storage needs.
- Determining spatial efficiency and adjacencies—whether the operations can function effectively within the available square footage.
- Identifying major modifications that might be needed (e.g., wall removals, additions, infrastructure upgrades).
- Providing a visual layout (sometimes through CAD drawings or sketches) showing how operations could “fit” into the property.
- Consulting with work groups that would use particular space.

2. Co-Location: In the Executive Summary of the Report 01-08, there are three Schemes outlined, Scheme 1 is one Headquarters with functions co-located and Schemes 2 and 3 are variations of the Administration and Operations in separate locations. The Summary says that “Portland Public Schools preference is to remain in a similar model as the existing Prophet Center, Scheme 1, where all the departments are co-located in one facility.” In addition, on page 01-04 of the Executive Summary it states that in all peer districts with the exception of one, “co-location of administrative and operational

functions was seen as ideal". If this is the preference why is that not stated as a "Desired Feature" or a preference in the site identification and selection?

The minimum criteria were developed to strike a balance between specificity and flexibility. Preliminary review of the PPS commercial market suggests that finding a single location to house both the Office and Operations Center is unlikely—and possibly unfeasible. Therefore restricting the criteria to only colocation opportunities unnecessarily eliminates potential properties.

That said, certain site characteristics are clearly preferred. Many of these preferences, including the ideal of a combined location, are outlined in the supporting documentation and will inform the site evaluation phase moving forward. Other preferences will likely be identified during the property search and evaluation process. I expect that a number of "new" preferred characteristics will be identified during property search and evaluation.

3. Central Location: The 2024 report to the Board has any relocated facilities within the district boundary. The Executive Summary peer district themes highlights that "a central location is critical to operations, preferably with proximity to freeways for efficient district-wide access." The new proposed Minimum Requirements don't require the Operations Center to be in the district boundary. If a centralized location is needed, how can the Minimum Criteria for the Operation Center be outside of the PPS boundaries? Further, Board Resolution 6861, Resolved 2a states "The criteria for each shall include, but not limited to, that the new Headquarters reside with the District Boundaries..." Why does the proposed Minimum Criteria not aligned with Board Resolution 6861?

As with question #2, the recommended minimum criteria were intentionally crafted to balance specificity with flexibility. While a central location is preferred—and generally, the closer to the city center, the better—imposing a strict geographic radius (e.g., within X miles of the city center) could unnecessarily narrow the range of viable options and exclude promising sites prematurely. We encourage Board Members to identify and flag any specific relocation characteristics - such as location, travel time, or other key characteristics - for careful consideration during property search and evaluation. These inputs will help staff conduct targeted analyses and provide informed recommendations during the site evaluation phase.

Note: it's conceivable that a location outside the district could be better suited - shorter travel times, easier access, proximity to transit and freeways - than a location within the district.

4. Operating Costs: In the Executive Summary for the Peer Districts, it states: "Multiple locations increase operating costs and impact communications and organizational cohesion." Has PPS estimated the increase in annual operating costs of operating two locations? (For example, the initial 2024 COBALT/Bainbridge report has duplication of Security and Office of Technology and Information Systems at both locations.)

Staff acknowledge that utilizing multiple locations will likely lead to increased operational costs. However, the extent of these costs—and any potential savings from other favorable property

characteristics—will vary significantly depending on the specific sites under consideration. These factors will be thoroughly assessed during the site evaluation phase.

5. Desired Features: In the Operating Agreement approved by the Board, “Article 2.03, Desired Features” it states that “additional Desired Features separate from the Minimum Requirements (“Desired Features”) may also be established by PPS and utilized in selecting, designing and improving the Relocation sites...” What are the Desired Features that PPS has developed for the Relocation Site and given they are to inform the site selection process shouldn’t they be presented to the Board with the Minimum Criteria for approval? (Section 2.04)

Desired features have not been formalized. However, staff input results suggest priorities including co-location, free and more on-site parking, safety, in-building amenities, access to food services, proximity to public transportation, and central access. These features align closely with the intent of the minimum criteria, even if they are not listed separately. Staff input, both during development of the Minimum Criteria, and during the property evaluation process will inform future staff recommendations and Board discussions.

6. In the survey, focus groups, and comments of responding PEC staff, features prioritized for many employees/workers are:

- Colocation (68% of the employees want to be co-located, with 78% saying that is more efficient).*
- Free on-site parking*
- Safety and Security*
- Central Location/Accessibility for a significant share of employees*
- Welcoming and convenient to the public*

Share how the Minimum Criteria and (the yet to be shared?) Desired Features align with PEC staff concerns and priorities.

The Relocation Team has engaged PEC staff through various channels since the early stages of planning, including all-staff surveys, in-person Q&A sessions, interviews with department leads, sharing regular updates, and providing opportunities for direct submission of questions and feedback. We also acknowledge that not all of the staff input has directly translated to the recommended minimum criteria. This does not mean that the input is not valued or considered. Some of the input is directly reflected in the minimum criteria, whereas others are captured in the materials to help guide future property evaluation. PEC staff will continue to be important stakeholders throughout the relocation process.

7. Work Space/Functionality in the Operations Center: With the comparator districts, the consultants didn’t provide disaggregated workforce data. Please provide that. To our Knowledge A district that

contracts out maintenance and other work needs less space and it would be useful to understand the workforce comparators among the peer districts. Also number of buildings and schools and average age of building fleet.

Answer:None of the districts that we spoke with had significant outsourcing. Some did have swing shift operations, however these were employed staff. This could affect parking and space configurations.

- In the documents p. 03-05, there is a reference to “Industry Standards”. Please provide the industry standards that are referenced? Do they apply to an in-house workforce with aging public facilities or is it a private sector standard or the standard for new buildings and new systems?*

Mackenzie took into account such industry standards as ISO 9001 and OSHA safety standards for fabrication and warehouse. Mackenzie also utilized their 50 years of experience with warehouse facilities to ensure that they addressed PPS’s specific needs and operations. These standards could increase or decrease spacing for pedestrian walkways, equipment clearances, etc.

- There is a significant reduction in all of the shop spaces. Do the workers in the Multi-Craft Workshop, Mechanical Shop, Electric Shop, Music Shop, Warehouse and Nutrition Services agree that their work space can be reduced – in some cases dramatically -- and still have the same functionality required in the Operating Agreement? (p. 03-05)*

Fabrication, Shop, and Maintenance representatives acknowledged that they can reduce their overall shop and fabrication areas by 30%, which would be comparable to peer districts. In multiple discussions with staff, we discussed equipments/machinery that are no longer required, and cataloguing existing equipment and parts so that they are more efficiently found and utilized.

- Given the age of our equipment, systems and buildings, PPS trades staff keep spare parts on hand as replacement parts aren’t available for our systems or equipment. In the McKenzie and Bainbridge report, they determined that 25% or more of parts and equipment could be purged. What was that based on and was it validated by workers in those shops?*

This is consistent with the Seattle School District. They have similar aged facilities and resource constraints. The consultant team conducted interviews with all Chief’s and/or department representatives to verify existing office and storage space, identify other misc. needs, gather detailed information, and toured existing spaces to assess current conditions. There are also other ways to efficiently store the equipment.

- Unlike a few of the comparator districts who have new systems and can replace with new, easy to locate parts and thus don’t need parts on hand, PPS and other districts have aging systems and equipment and need to secure, store and repurpose replacement parts on site. Share how PPS can make the reductions in parts and space with its model of working.*

Based on interviews with department heads/leads, not all of the spare parts that are currently being stored are likely needed.

- *There is little mention of Nutrition Services and their needs in terms of work space and functionality.*

PPS Nutrition services was widely recognized by peer districts as the standard for best practices, and therefore no significant changes were considered at this stage of the process. Their request was a smaller kitchen the size of Lincoln HS, but with more efficient storage and dedicated storage for nutrition services.

8. Administration Space Reductions versus Operations Space Reductions in the Minimum Criteria: Share any reduction in current space requirements to the Minimum Criteria (as was done for the operations staff) for administrative staff and the reductions for Chiefs/Sr. Directors/Directors and other classes of employees in the Administrative Space. On page 01-03 of the "PEC Space and Programming Evaluation" Report the chart does not show new Minimum Criteria for Administrative Space, however, page 01-07 there is a 1.5-2.5% reduction in Administrative Gross Square Feet and a 24-25% Reduction in the Operations Center Gross Square Feet Reduction.

Answer: PEC has many and varied sizes of cube and office spaces. The reductions in space are achieved by assuming a more efficient floorplan (e.g., no open air atriums) and standardizing offices and cube sizes. It assumes all staff who were here in March 2025 (e.g., does not include current RIF numbers). It does not change our current standard of all positions - director and higher - qualify for an office. The Minimum Criteria also proposes a more efficient layout and workflow, but we will not know if that is possible until we do a test fit.

9. Safety and Security. This is a priority for staff. How will safety and security be defined? In the Friday meeting, I was told it was crime statistics and lighting. Please provide a more expansive definition.

- *Share the work shift hours generally of different groups of employees who work at PEC.*
- *Employees currently can get escorts to their cars if it is a late shift. Given that the parking proposed in the Minimum Criteria potentially would require many employees to find other offsite parking or wait at transit stops at night is PPS prepared to have security personnel escort people to offsite parking and wait at transit stops with employees. What about parents, students and staff who attend evening Board meetings if there is not available onsite parking?*

Safety is an example of a PEC staff priority that is directly reflected in the Minimum Criteria. The evaluation of safety will vary based on the specific attributes of each site under consideration. Relevant safety-related factors may include: location of parking, amount of isolation of building, crime statistics. The current location of PEC has significant safety issues and concerns, and we look forward to working with our partners in security in evaluating new locations.

- Crime rates in the surrounding area
- Secured perimeter and parking areas
- Building access control systems
- Adequate site lighting
- Traffic safety and visibility
- Proximity to emergency services

Given that perceptions of physical safety can vary among individuals, PEC staff input will be essential in assessing the safety of potential properties to ensure concerns are thoroughly addressed and reflected in the evaluation process.

10. Parking: Based on Friday's discussion, the Minimum Criteria assumes a 104 parking spaces for the Admin Building and 200 for the Operations Center, significantly below the current 549 parking spaces (owned and leased) and the assumed staff count of 691.

- *How many of those 300 parking spaces would be for visiting staff or community/family visitors? If there were only 100 parking spaces for the Admin Building, many admin building staff and families/staff who visit the PPS Admin building would have access to offsite parking and need to pay for it. Is that the expectation of PPS project leaders?*
- *Does PPS have estimations of daily/evening visitors to PEC? Same question for the Operations Center although visitors are generally not families.*
- *Is the Minimum Criteria parking assumed to be no-cost parking? It doesn't specify that one way or another.*
- *Share the number of PEC currently taking transit regularly (3-4x a week) to work at the PEC?*
- *PPS doesn't provide free transit passes to employees who can utilize public transportation, correct?*
- *Share a scattergram of where the current PEC staff live?*
- *In addition to free parking, senior district staff also have a monthly transportation stipend. How much is that and who receives it a PEC?*

As outlined in the Staff Memo, the PEC currently provides 318 onsite parking spaces (including the gravel parking lot across Dixon St) for staff and visitors, serving both the Office and Operations Center functions. The Minimum Criteria recognize that these two functions have different parking needs and therefore assign parking requirements based on building area:

- Office: 2 spaces per 1,000 square feet
- Operations Center: 1 space per 1,000 square feet

The total number of onsite parking spaces will vary depending on the configuration and size of each functional area. For example, under Scheme 2:

- Office (113,554 SF): 226 parking spaces
- Operations Center (168,121 SF): 168 parking spaces
- Total parking: 394 onsite spaces

In addition to onsite parking, PPS currently has access to 171 offsite spaces through leases and in-kind service agreements. While the Minimum Criteria focus on characteristics of new properties, it is acknowledged that PPS may need to continue using a “hybrid” parking model. This could include a combination of onsite spaces, leased parking, or alternative solutions such as parking stipends. The specific mix will depend on the candidate sites and the availability of viable nearby options, to be evaluated during the site selection process.

Note: staff are looking into the additional requests for information such as who has parking stipends and a scattergram of PEC home locations.

11. Warehouse, Loading Docks and Transport: The Minimum Criteria replaces the current 25 covered loading docks with 10 uncovered loading docks and a loading zones. Describe the process by which the determination was made that only 10 loading docks were needed and that PPS should not ask for the current functionality of “covered loading docks” to keep materials, books, and other transported good out of rain and weather? Note the 2024 initial COBALT/Bainbridge Minimum Criteria said that the Operations Center requires 25 raised dock bays of varying specificity and 6 loading doors for the trades shop functions. Why has the Minimum Criteria been significantly reduced? Was the workforce using the loading docks and the proposed new “loading zone” consulted on the functionality of the Minimum Criteria?

Answer: While PPS has 25 bays, we do not utilize all the bays for daily loading/unloading. A covered bay only provides a dry area for the parked vehicle. The shipped goods loading/ unloading occurs within the covered warehouse space, and is protected from weather. Given the compressed time frame of 60 days, the cobalt report stated what we currently have, but did not have time for deeper analysis.

12. Shifts in Recommendations: The 2024 report from COBALT/Bainbridge had these recommendations for Minimum Criteria for the Admin and the Operations Center:

- *Both locations: “Location within the district boundaries and centrally located on average within three miles reach of its nine high schools.”*

Answer: centrally located to freeways and major arterials is a better indicator of efficiency than miles. We will model drive times for maintenance, nutrition services etc. This is an area where staff in the field will be critical in evaluating potential locations.

- *Parking at the Admin building: “Meets parking needs such that our students, families and staff are not burdened with parking costs. Includes sufficient stalls within the property*

footprint for the safety of staff and in and out. Ample well-lit and secure visitor and staff parking within a two-block radius.”

Answer: two blocks may be farther than we want staff to travel. Appropriate offsite parking has many considerations and we don't want to create an artificial measure that may not be appropriate.

- *Safety: “PPS employees and visitors would be safe on site and in the surrounding areas during both the daylight and darkness. Property crime is not a significant issue in the area”*

Answer: addressed above. Crime statistics and working with Security and PPB in evaluating locations will be important.

- *Accessibility for the Admin Building: “Within one mile of the Operations Center.”*

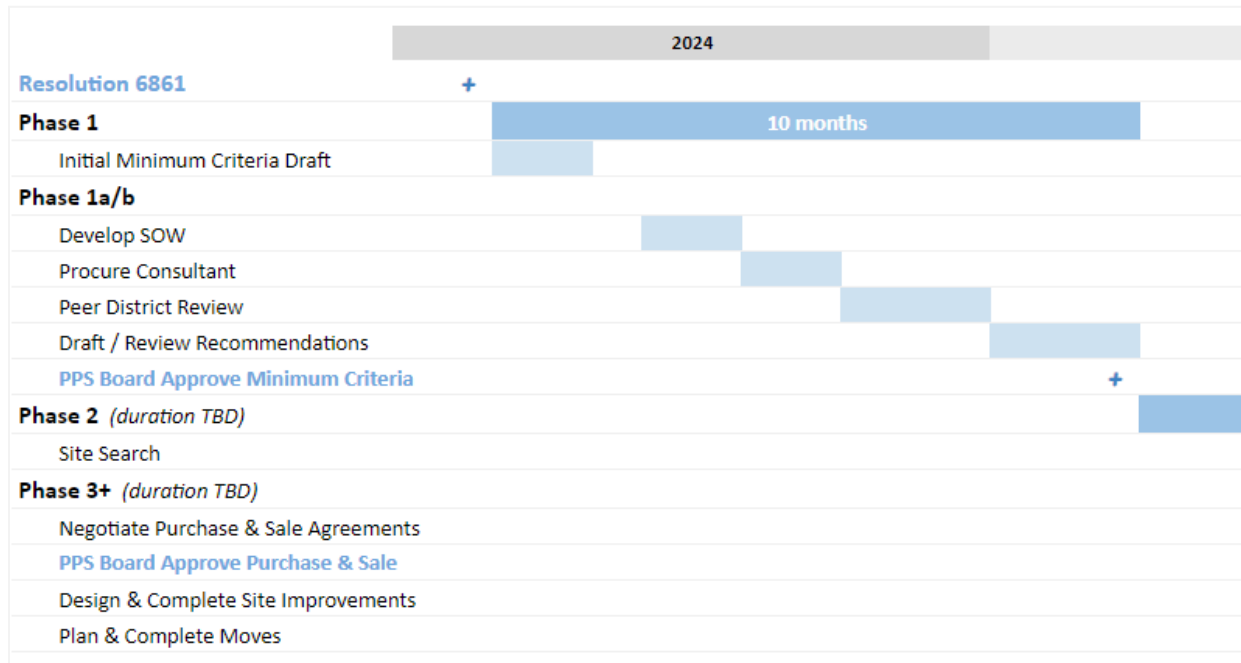
Answer: Travel between locations is more appropriately considered in terms of time at peak travel times and are dependent on ease of parking and accessibility.

The new Minimum Criteria deviate from these initial recommendations or are silent on these topics. Share specifically why there is a new or different recommendation or why the new recommendations don't include these provisions.

Given the compressed time frame of 60 days, the cobalt report stated what we currently have, but did not have time for deeper analysis.

13. Public Information/Board Reporting: Board Resolution 6861 also states that “PPS Facilities and Asset Management staff and/or Senior PPS Leadership will provide regular updates at the Facilities and Operations Committee of the School Board.” I couldn't find a School Board Committee meeting on this topic since at least last year. Please share the dates of the Committee meetings in the last year on the Minimum Criteria or the Operating Agreement as I would like to review the documents.

The SFIOC met numerous times in 2024, however the majority of those meetings focused on GO bond planning. The SFIOC has not met in 2025. The last PEC relocation update was provided to the Board in October 2024 and included the below preliminary timeline.



14. *Workforce Communication: Confirming that prior to the posting of the Board materials and as late as Friday, May 2, no communications about the final Minimum Requirements or Desired Features being proposed to the Board had been broadly shared with staff working in PEC, including both represented and nonrepresented employees.*

A staff communication was sent Monday (May 5).

15. *Future Engagement PEC workforce: Will represented (e.g. DCU, PFSP, SEIU and others) and non-represented employees have access to inform and be consulted on “test fits” of potential sites and matches on Minimum Criteria and Desired Features? Will the test fit and site selection be transparent to the Board, PEC staff and public?*

Yes, PEC staff and Board input will be essential to the property evaluation process.

16. *Board Oversight: Will the Board be provided information in public sessions (versus Executive Sessions) so that this is a transparent real estate transaction and the Board can provide continued financial oversight and ensure that the functionality of the school district’s central office support for our schools during the relocation.*

The Board, staff, and PPS community will receive updates through public meetings and other communication channels. There may also be executive sessions with the Board if Board Leadership agrees that is needed.

RESOLUTION No. 7102

Resolution to Approve the Formula for Distribution of Funding to
Individual Schools Administered by the Fund for PPS

RECITALS

- A. The Portland Public Schools Board of Education District-Wide Advocacy and Fundraising Policy (7.10.020-P) requires that the Parent Advisory Committee develop, in advance of the following school year, a recommended formula for the distribution of any funding to individual schools (“Distribution Model for Funding”) .
- B. The Parent Advisory Committee met six times between February 12, 2025 and March 26, 2025 to develop a Distribution Model for Funding , and the Parent Advisory Committee sought feedback from school administrators during that process.
- C. On April 8, 2025, the Parent Advisory Committee shared their recommended Distribution Model for Funding for the 2025-26 school year with the Board of Education.

RESOLUTION

The Board of Education approves the recommendations made by the Parent Advisory Committee for the Distribution Model for Funding administered by The Fund for PPS (attachment “A”).

High Impact Tutors - \$660,000

Our number one priority is to add student-facing staff in schools. We also considered adding teachers, counselors and full-time Educational Assistants, but investing in High Impact Tutors (HIT) for Reading in Elementary Schools will serve more students in more schools, given the funding we have available. This investment is also measurable, which will help in reporting back to donors the impact of their donations.

This model aligns with national and local best practices for High Impact Tutoring, integrating: Frequent, consistent tutoring sessions; Strong student-tutor relationships; Data-driven, skill-based interventions; Alignment with PPS literacy curriculum and instructional priorities.

IXL Digital Platform - \$70,000

IXL Digital Platform for 9th and 10th graders allows us to also impact high school students with the aim to increase success in Algebra, a key determinant of high school graduation. IXL provides a suite of PPS adopted curriculum-aligned adaptive digital mathematics support, individualized skill practice, and real-time skill assessments designed to bolster algebra proficiency, improvements in graduation rates, and post-secondary readiness.

Food Pantries in 20 Community Schools (Title I K-5/K-8 Schools) - \$200,000

According to the Needs Assessments conducted by PPS Community Schools Site Coordinators, access to food was the first priority need expressed by families. Given the uncertainty of funding for hunger relief from all levels of government (e.g. USDA, Mult Co), PAC wanted to prioritize food. Some of the schools are starting from scratch with their food pantries and this investment will provide the infrastructure needed (e.g. refrigerators, shelving). Remaining funds will be used for purchases of culturally specific nutritional food to supplement what is acquired through community partnerships, Oregon Food Bank and other donations.

Seed Fund for Future Fundraising - \$100,000

After spending so many hours dedicated to this process, PAC representatives want to ensure the future success of fundraising for the district wide model, with a goal of fundraising closer to \$4,000,000 in the next year. This would enable funding High Impact Tutors and potentially other staff in potentially all schools and serving more students. Seed funding will be utilized for marketing and fundraising efforts to engage PPS families and the broader community in supporting Champion PPS Schools, the campaign for this districtwide model coordinated by The Fund for PPS, fundforpps.org.

Endowment

The committee is also interested in establishing an endowment for Champion PPS Schools. One idea is to invite people to donate directly to an endowment. In addition, there is interest in setting aside 10% of donations to deposit in an interest-bearing account for the endowment.

**Parent Advisory Committee:
Distribution of Donations for Staffing
Recommendation to Board of Education
Regular Board Meeting
April 8, 2025, 6:00 pm**



PORTLAND
Public Schools

Chair Trina Huff & Committee Membership

Cluster	Name	Term
Cleveland	Ayla Ercin	2 Years (6/30/2026)
Franklin	Sun Lee	1 Year (6/30/2025)
Grant	Audrey Gnich	2 Years (6/30/2026)
Ida B Wells	Daniel Levine	2 Years (6/30/2026)
Lincoln	Casey Vanos	1 Year (6/30/2025)
McDaniel	David Lamadrid	1 Year (6/30/2025)
Roosevelt	Suzanne Clarke	1 Year (6/30/2025)
Focus Option (Benson/Jefferson/Etc)	Trina Huff (Chair)	2 Years (6/30/2026)
Multiple Pathways to Graduation	Alisa Welch	2 Years (6/30/2026)
Student Rep	Sachin Wheatley (Co-Chair)	1 Year (6/30/2025)
Student Rep	Annika Houghton (Co-Chair)	1 Year (6/30/2025)

Executive Sponsor: Deborah Kafoury, Chief of Staff

Staff Lead: Robyn Faraone, Director, Strategic Partnerships

PAC Purpose, Charter & Public Meetings

Purpose of the Committee

To provide a recommendation to the PPS Board of Education for distribution of fundraised dollars for staff positions to fulfill the commitment of the Districtwide Advocacy and Fundraising Policy (7.10.020-P).

PAC CHARTER

Public Meetings

As a newly chartered committee that reports to the Board, all meetings were publicly noticed & live streamed. Six meetings were held from February 12 to March 26, 2025. Meeting materials, minutes and recordings may be found at: pps.net/Page/22782



Criteria for PAC Decision-Making

Collective Impact/Districtwide
Formula = Method
Improve educational experience
Racial Equity & Social Justice
Measurable
Inspire Future Donations
Community Building

“This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, the District encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.”

Recommendation to the Board

Description	Students Served	Allocation
Learning Acceleration: High Impact Tutoring Literacy (Grades K-3 plus additional grade levels, if possible)	400+	\$660,000
IXL Digital Math Skill Building & Assessment Tool for all 9th & 10th Grade Students	7,000	\$70,000
	SUB-TOTAL	\$730,000
Food Pantries in 20 Community Schools (Title I)	7,000	\$200,000
Seed Funding for Future Fundraising		\$100,000
TOTAL	14,400	\$1,030,000

Rationale for Recommendation

- **High Impact Tutors:** Our number one priority is to add student-facing staff in schools. We also considered adding teachers, counselors and full-time Educational Assistants, but investing in High Impact Tutors (HIT) for Reading in Elementary Schools will serve more students in more schools, given the funding we have available.
- **IXL Digital Platform:** This allocation allows us to also impact high school students with the aim to increase success in Algebra, a key determinant of high school graduation.
- **Food Pantries:** According to the Needs Assessments conducted by PPS Community Schools Site Coordinators, access to food was the first priority need expressed by families.
- **Fundraising:** Seed funding will be utilized for marketing and fundraising efforts to engage PPS families and the broader community in supporting Champion PPS Schools, the campaign for this districtwide model coordinated by The Fund for PPS, fundforpps.org.

APPENDIX - THE FUND FOR PPS

Once The Fund for PPS transfers the \$1,030,000 to PPS for this investment, the nonprofit will be in the following financial position.

The Fund for PPS - Fund Balances for FY 2024-25, as of March 2025


The Fund for PPS - Unrestricted	\$74,200
Champion PPS Schools	\$36,875
Assistance to PPS Families	\$107,223
TOTAL	\$265,082



Contact us

 PPS.NET

 pubinfo@pps.net

 (503) 916-2000

 501 N Dixon, Portland, OR 97227



PORTLAND
Public Schools



Date: April 8, 2025

To: PPS Board of Education

CC: Deborah Kafoury, Chief of Staff

From: Parent Advisory Committee: Distribution of Donations for Staffing,
with staff support from Robyn Faraone, Director of Strategic Partnerships

Subject: Rationale for Recommendation for \$1,030,000 Allocation

Introduction

In accordance with the [Districtwide Advocacy and Fundraising Policy](#) (7.10.020-P) passed by the Board of Education in May 2024, we are bringing forth a recommendation for investment of the first investment through the districtwide model, administered by The Fund for PPS. Per our [Charter](#), we sincerely hope that these investments will activate PPS families and the broader community to support the districtwide model, which The Fund is calling, Champion PPS Schools.

High Impact Tutors - \$660,000

Our number one priority is to add student-facing staff in schools. We also considered adding teachers, counselors and full-time Educational Assistants, but investing in High Impact Tutors (HIT) for Reading in Elementary Schools will serve more students in more schools, given the funding we have available. This investment is also measurable, which will help in reporting back to donors the impact of their donations.

This model aligns with national and local best practices for High Impact Tutoring, integrating: Frequent, consistent tutoring sessions; Strong student-tutor relationships; Data-driven, skill-based interventions; Alignment with PPS literacy curriculum and instructional priorities.

IXL Digital Platform - \$70,000

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Food Pantries in 20 Community Schools (Title I K-5/K-8 Schools) - \$200,000

According to the Needs Assessments conducted by PPS Community Schools Site Coordinators, access to food was the first priority need expressed by families. Given the uncertainty of funding for hunger relief from all levels of government (e.g. USDA, Mult Co), PAC wanted to prioritize food. Some of the schools are starting from scratch with their food pantries and this investment will provide the infrastructure needed (e.g. refrigerators, shelving). Remaining funds will be used for purchases of culturally specific nutritional food to supplement what is acquired through community partnerships, Oregon Food Bank and other donations.

Seed Fund for Future Fundraising - \$100,000

After spending so many hours dedicated to this process, PAC representatives want to ensure the future success of fundraising for the districtwide model, with a goal of fundraising closer to \$4,000,000 in the next year. This would enable funding High Impact Tutors and potentially other staff in potentially all schools and serving more students. Seed funding will be utilized for marketing and fundraising efforts to engage PPS families and the broader community in supporting Champion PPS Schools, the campaign for this districtwide model coordinated by The Fund for PPS, fundforpps.org.

Endowment

The committee is also interested in establishing an endowment for Champion PPS Schools. One idea is to invite people to donate directly to an endowment. In addition, there is interest in setting aside 10% of donations to deposit in an interest-bearing account for the endowment.

RESOLUTION No. 7077

Resolution to Adopt Revised Ethics and Conflict of Interest Policy 5.10.066-P

RECITALS

- A. On November 13, 2024, January 13, 2025, and February 26, 2025, the Board Policy Committee reviewed and considered the proposed revisions of the Ethics and Conflict of Interest Policy 5.10.066-P.
- B. On March 18, 2025, the Board presented the first reading of the revised Ethics and Conflict of Interest Policy.
- C. On April 3, 2025, the Board Policy Committee reviewed and considered amendments to the revised Ethics and Conflict of Interest Policy.
- D. On April 8, 2025, the Board presented a second first reading of the revised Ethics and Conflict of Interest Policy
- E. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Ethics and Conflict of Interest Policy 5.10.066-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

1. Purpose

Board of Education (Board) members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

2. Definitions

"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person's official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c) Membership on the board of directors of or service in a nonremunerative capacity for a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

“Confidential Information” means specific information, rather than generalized knowledge, that is shared only with a specific person or persons within the District, including information made confidential by law.

“District action” means (i) a decision, determination, finding, ruling, purchase order, grant, payment, award, license, contract, transaction, sanction, approval or denial, authorization, or other similar action, or (ii) any proceeding, application, submission, request for a ruling or other determination, contract, claim, case, or other such matter that the Board member or employee believes, or has reason to believe, is one to which the District is, or will be a party or is one in which the District has a direct and substantial interest.

“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person’s official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

“Participate” means to personally and substantially consider, investigate, advise, recommend, approve/disapprove, authorize, decide, or take other similar action.

“Reasonable travel expenses” are those expenses that either (1) do not exceed the District established per diem for travel or (ii) are otherwise reimbursable under District policy.

“Relative” means spouse or domestic partner, child, step-child, parent, step-parent, sibling, step-sibling, child-in-law of the employee; or the parent, step-parent, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides financial benefits to the employee, or who receives any direct benefit from the employee’s public employment.

3. Code of Ethics

All Board members and District employees shall act with trust, equity, and accountability.

a. Trust. All Board members and District employees shall treat their office as a public trust. They should avoid the appearance of impropriety and conflicts of interest, and take District Actions and implement policies in good faith as equitably as possible.

b. Equity. Board members and District employees will create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population, employees, and community.

c. Accountability. Board members and employees will strive to carry out their work efficiently and transparently.

4. Gifts

State law limits Gifts and Gratuities to Board members or employees, their relatives, and members of their household. Gift or gratuity does not include the following items:

- a. Anything of value that is received as District property and used for District purposes (such as textbooks and classroom supplies);
- b. Discounts available to an individual as a member of an employee group, occupation or similar broad-based group;



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;
- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
- f. Campaign contributions that are solicited or received and reported by an elected official or candidate in accordance with applicable law; and
- g. Employee or Board compensation.

5. Conflicts of Interest.

All Board members and District employees must disqualify themselves from participating in District Actions in which they have an actual conflict of interest.

This means, among other things, that:

- a. Use of Position. Board members and District employees may not use their position to obtain financial gain or avoidance of financial detriment for themselves, as well as for their relatives and members of their households. Additionally, Board members are prohibited from being compensated by the District as an employee or contractor, and no Board member or employee may benefit under any District contract for which they participated in the authorization for two years following Board service or employment, respectively.
- b. Sale of instructional or training materials. Employees may not claim, promote, or sell instructional, training, or other materials and/or equipment to third parties developed on District time or District property nor may they promote or sell instructional, training, or other materials they developed on their own time to the District. Exceptions may be granted under exceptional circumstances with the written consent of the Superintendent.



Ethics and Conflict of Interest Policy

- c. Confidential Information. Board members and employees may not use confidential information gained in the course of or by reason of their position or activities for personal gain or advantage to them or their relatives or members of their household.
- d. Interest in Contracts. Board members and employees, along with their relatives and members of their household, may not take District Action related to any District contract for which they have a financial interest.
- e. Use of District Time. A District employee may not perform any duties related to an outside job during their regular scheduled or actual working hours unless leave is approved pursuant to District procedures; nor may an employee use any District facilities, equipment, resources or materials in performing outside work.

Retaliation Prohibited. Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

Notice.

- 1. Board Member. If a Board member has a potential or actual conflict of interest, they should state the conflict at the meeting when the agenda item is raised.
 - 2. Employee. If an employee has an actual conflict of interest, they must notify a supervisor in writing of the nature of the conflict. The supervisor should assume responsibility for or reassign the matter creating the conflict. If an employee has a potential conflict of interest, they should notify a supervisor in writing of the nature of the potential conflict of interest, and the supervisor will determine if any reassignment of the matter creating the potential conflict is appropriate.
6. **Avoiding the Appearance of Conflicts of Interest**

Board Members and District employees should avoid the appearance of a conflict of interest when feasible.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

7. **Complaints Against Employees**

Concerns that an employee is engaged in a District Action for which they have an actual conflict of interest shall be reported to the employee's supervisor (who should report it to Human Resources) or Human Resources. If the employee is the Superintendent, the concern shall be raised to the Board Chair.

8. **Restrictions on Board Member Employment by District**

Current Board members may not apply for or accept any offer of employment from the District.

9. **Annual Training for Board Members and Senior District Leadership**

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024; amd. 4/25

Portland Public School District Second First Reading

DATE OF SECOND FIRST READING: April 08, 2025

PUBLIC COMMENT FOR Revision of Policy 5.10.066-P: Ethics and Conflicts of Interest Policy

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

**Open for Comment until at least:
April 29, 2025**

Summary: Ethics and Conflicts of Interest Policy 5.10.066-P

Second First Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee
Chair

Recommended for a Second First Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: Rosanne Powell, Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet	Page
Revision Coversheet	03
Draft Policy - Redlined	04
Original Policy	11



PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3741

Mailing Address: P. O. Box 3107 / 97208-3107

Date: April 4, 2025
To: Board of Education
CC: Dr. Kimberlee Armstrong, Superintendent
From: Rosanne Powell, Senior Board Manager
Subject: Revisions to Policy 5.10.066-P Ethics and Conflict of Interest Policy

At the November 13 Policy Committee meeting, Committee Chair Brim-Edwards proposed a revision to the 5.10.066-P Ethics and Conflict of Interest Policy, which would prohibit current board members from applying for or accepting any offers of employment from the District. The Committee discussed and considered questions submitted by Board Members on the proposed revisions.

The proposed revisions were again discussed at the January 13 Policy Committee meeting. On February 26, the Policy Committee recommended that the revisions to 5.10.066-P Ethics and Conflict of Interest Policy be referred to the full Board for a first reading at the March 18 board meeting and 21-day public comment period.

An amendment to the proposed revisions was brought forward at the April 3 Policy Committee meeting, which provides a process under which a board member can seek from the Board an exemption to the prohibition if they want to pursue school-based employment.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

1. Purpose

Board of Education (Board) members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

2. Definitions

"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person's official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c) Membership on the board of directors of or service in a nonremunerative capacity for a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



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Ethics and Conflict of Interest Policy

“Confidential Information” means specific information, rather than generalized knowledge, that is shared only with a specific person or persons within the District, including information made confidential by law.

“District action” means (i) a decision, determination, finding, ruling, purchase order, grant, payment, award, license, contract, transaction, sanction, approval or denial, authorization, or other similar action, or (ii) any proceeding, application, submission, request for a ruling or other determination, contract, claim, case, or other such matter that the Board member or employee believes, or has reason to believe, is one to which the District is, or will be a party or is one in which the District has a direct and substantial interest.

“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

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“Relative” means spouse or domestic partner, child, step-child, parent, step-parent, sibling, step-sibling, child-in-law of the employee; or the parent, step-parent, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides financial benefits to the employee, or who receives any direct benefit from the employee’s public employment.

3. Code of Ethics

All Board members and District employees shall act with trust, equity, and accountability.

- a. Trust. All Board members and District employees shall treat their office as a public trust. They should avoid the appearance of impropriety and conflicts of interest, and take District Actions and implement policies in good faith as equitably as possible.
- b. Equity. Board members and District employees will create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population, employees, and community.
- c. Accountability. Board members and employees will strive to carry out their work efficiently and transparently.

4. Gifts

State law limits Gifts and Gratuities to Board members or employees, their relatives, and members of their household. Gift or gratuity does not include the following items:

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- b. Discounts available to an individual as a member of an employee group, occupation or similar broad-based group;



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- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;
- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
- f. Campaign contributions that are solicited or received and reported by an elected official or candidate in accordance with applicable law; and
- g. Employee or Board compensation.

5. Conflicts of Interest.

All Board members and District employees must disqualify themselves from participating in District Actions in which they have an actual conflict of interest.

This means, among other things, that:

- a. Use of Position. Board members and District employees may not use their position to obtain financial gain or avoidance of financial detriment for themselves, as well as for their relatives and members of their households. Additionally, Board members are prohibited from being compensated by the District as an employee or contractor, and no Board member or employee may benefit under any District contract for which they participated in the authorization for two years following Board service or employment, respectively.
- b. Sale of instructional or training materials. Employees may not claim, promote, or sell instructional, training, or other materials and/or equipment to third parties developed on District time or District property nor may they promote or sell instructional, training, or other materials they developed on their own time to the District. Exceptions may be granted under exceptional circumstances with the written consent of the Superintendent.



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Retaliation Prohibited. Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

Notice.

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8. **Restrictions on Board Member Employment by District**

~~Current Board members and those who have served as a Board member within the preceding 365 days may not apply for or accept any offer of employment from the District.~~

In the last six months of a board member's term, exceptions can be granted with a majority approval by the Board of Education. To seek an exception, a Board member must send a communication to board members stating their intent to potentially pursue school-based employment with the District and the board leadership will place the request for an exception on the agenda of the next meeting of the Board in the normal course of agenda setting, No application for, discussion, or acceptance of District employment should occur before the Board approves the exception.



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Ethics and Conflict of Interest Policy

9. Annual Training for Board Members and Senior District Leadership

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



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Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



Board of Education

2025-26 Meeting Schedule

JULY 2025					AUGUST 2025					SEPTEMBER 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
28	29	30	31		25	26	27	28	29	29	30			

OCTOBER 2025					NOVEMBER 2025					DECEMBER 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		

JANUARY 2026					FEBRUARY 2026					MARCH 2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2										
5	6	7	8	9	2	3	4	5	6	9	10	11	12	13
12	13	14	15	16	9	10	11	12	13	16	17	18	19	20
19	20	21	22	23	16	17	18	19	20	23	24	25	26	27
26	27	28	29	30	23	24	25	26	27	30	31			

APRIL 2026					MAY 2026					JUNE 2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1					
6	7	8	9	10	4	5	6	7	8	1	2	3	4	5
13	14	15	16	17	11	12	13	14	15	8	9	10	11	12
20	21	22	23	24	18	19	20	21	22	15	16	17	18	19
27	28	29	30		25	26	27	28	29	22	23	24	25	26
										29	30			

	Schools closed due to holiday or break period		Early Release Days: 9/17, 10/22, 12/10, 1/14, 2/11, 3/11, 4/22, 5/13
★	First/last day of school for students (8/26 & 6/9): 7th-8th & 10th-11th grade at comprehensive middle schools and high schools start on 8/27	◆	End of quarter: 10/29, 1/23, 4/2, 6/9
+	Day/evening conferences (no school for students): 11/24, 11/25		Planning day (no school for students); Planning days always occur after the end of a quarter: 8/20 (Half-Day), 8/25, 10/31, 1/27, 4/6
▲	Statewide inservice (no school for students): 10/10		Possible snow make-up day: 2/16, 6/10, 6/11, 6/12
♥ ^{K/PK}	Kindergarten first day (9/2): Kindergarten Ramp Up Aug 26 - Aug 29; K Students attend 1 day between Aug. 27 - Aug. 29 in small groups. Pre-Kindergarten/Head Start first day (9/4)	✓	Grading Day: 10/30, 1/26, 4/3, 6/10
↔	Mid-Term Progress Reports: 9/25, 12/11, 2/26, 5/7	* OR **	* Staff meeting for high schools only ** Staff meeting for all schools (<i>students in grades 6-8 start school 15 minutes late</i>)
	New Educator Orientation: 8/14, 8/15. Make-up date: 10/10		Additional Professional Development Day(s) for Designated CSI & TSI Schools will be on the following dates: 8/19, 3/2
□	Indicates a major religious or cultural holiday or event to avoid scheduling conflicts. For holidays lasting multiple days, only the first and last day are indicated. See back page for details.		Teacher Professional Development: 8/20 (Half-Day), 8/21, 8/22



Board of Education
2025-26 Meeting Schedule

Major Religious Holidays and Cultural Events 2025-26

Schools work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, assemblies, major tests, PTA and site council meetings, student performances, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

Sep. 22 - 24 Rosh Hashanah*	Feb. 14 Ash Wednesday
Oct. 1-2 Yom Kippur*	Feb. 17 - Mar. 18 Ramadan*
Oct. 13 Indigenous Peoples' Day	March 2-3 Purim*
Oct. 21 Diwali	Apr. 3 Good Friday
Nov. 28 Native American Heritage Day	Apr. 5 Easter
Dec. 14 - 22 Hanukkah*	Mar. 19 - 22 Eid al-Fitr*
Dec. 25 Christmas	April 1-9 Passover*
Dec. 26. - Jan. 1 Kwanzaa	May 26-27 Eid al-Adha*
Feb. 17 Lunar New Year	June 19 Juneteenth

**Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.*

RESOLUTION No. 7105

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- April 22, 2025



PORTLAND PUBLIC SCHOOLS

Board of Education

Tuesday, April 22, 2025

Special Meeting and Work Session

Meeting Minutes

(Draft for Approval)

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Pursuant to notice made by posting to the Board's public notices webpage and emailed to persons on the mailing list, a Special Meeting and Work Session of the Portland Public Schools Board of Education was held at Dr. Matthew Prophet Education Center - Board Auditorium, 501 N. Dixon St, Portland, OR 97227 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Attendance

Director Julia Brim-Edwards: Present; Director Michelle DePass: Present (arrived 8:08 pm); Director Herman Greene: Present; Director Gary Hollands: Present; Director Christy Splitt: Present; Director Patte Sullivan: Present; Director Edward Wang: Present; Student Representative Kunsevi: Present(virtual)

Call to Order / Introductions

The meeting was called to order by Board Chair 6:05 pm by Board Chair Eddie Wang.

Consent Agenda: Resolutions 7094 through 7097

Time: 6:06

No items were pulled from the consent agenda and there was no Board discussion.

Actions:

- Director Greene Moved and Director Hollands Seconded the motion to adopt the Consent Agenda, including Resolutions 7094 through 7097. The motion was put to a voice vote and passed (Yes: 6, No: 0, Absent:1)

Brim-Edwards: Yes; DePass: Absent; Greene: Yes; Hollands: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative JJ Kunsevi: Yes (unofficial)

Measures of Academic Progress (MAP) Growth

Time: 6:08 pm

Staff: Dr. Renard Adams, Dr. Kristina Howard - chief academic officer, Dr. Isaac Cardona - Senior Director

Staff provided an overview of the Measures of Academic Progress (MAP) growth results, explaining how the data is used alongside OSAS to assess both student growth and progress toward grade-level expectations. Results showed that overall student growth has increased compared to the previous year, with more progress observed in math than reading. Staff described strategies being implemented in response to the data, including targeted student supports such as WIN blocks, high-impact tutoring, and academic interventions. Efforts have also been made to better align central office support with school-based instructional leadership. Board members asked questions regarding how growth is measured between testing points and how families are informed about student progress. Staff noted that parents receive written updates after assessments and that conferences provide additional opportunities for engagement.

Superintendent Proposes 2025-26 School Year Budget

Staff: Dr. Armstong, Dr. Renard Adams, Michelle Morrison, Deborah Kafoury

The Board Convened as the Budget Committee at 6:50 pm.

Chair Wang noted that the board would not receive public comment on the budget at this meeting, it marked the official kickoff of the budget process, and highlighted the adoption timeline, including opportunities for board discussion and public engagement. The superintendent shared her budget message, emphasizing alignment with district values, goals, and strategic plans, while also acknowledging the difficult reductions made due to financial pressures, including layoffs and a budget decrease compared to the previous year. Staff provided an overview of the budget development process, key planning strategies, and financial realities, including declining enrollment, rising costs, and limited revenue. It was noted that budget assumes the passage of the 2025 bond. Staff also reviewed staffing plans and noted future planning challenges related to changes in federal funding.

Board members raised questions and comments related to transparency in budget reductions, the impact of system changes, and the status of funding for Title 1 programs. They expressed interest in better understanding central office cuts, contract services, and program impacts such as athletics and arts. Also discussed were concerns about rising costs, unfunded mandates, and the need for stronger advocacy at the state level.

The Board adjourned from the Budget Committee at 8:02 pm.

Oregon Department of Education Integrated Grant Application 2025-27 for School District No. 1J, Multnomah County, Oregon (Resolution 7098)

Time 8:02 pm

Staff: Jey Buno – Chief of Student Support Services

It was noted that the Board received the presentation of the Oregon Department of Education Integrated Grant Application 2025-27 for School District No. 1J, Multnomah County, Oregon at the Regular Meeting held on April 08, 2025. An opportunity for public comment was provided at that meeting, however none was received. It was noted that the signed Tribal Consultation document was added before the meeting. In response to a question about the needs assessment recommendations, staff confirmed that all requirements have been met.

Actions:

- Director Brim-Edwards moved and Director Sullivan seconded the motion to adopt Resolution 7098. This motion was put to a voice vote and passed (Yes: 6, No: 0, Absent: 1)

Brim-Edwards: Yes, DePass: Absent, Greene: Yes, Hollands: Yes, Splitt: Yes, Sullivan: Yes, Wang: Yes; Student Representative Kunsevi: Yes (unofficial)

Resolution to Add a Pay Grade to the Senior Leadership Salary Schedule (Resolution 7099)

Vote- Public comment accepted

Time: 8:06 pm

Dr. Kimberlee Armstrong - Superintendent

Dr. Armstrong presented a proposal to add a pay grade to the senior salary schedule as part of a broader central office reorganization, following FTE (full time employee) reductions. The reorganization includes consolidating roles, replacing a contracted general counsel with a chief legal counsel for cost savings, and shifting more responsibility to fewer staff. The changes are intended to improve efficiency and responsiveness, particularly in schools.

Board members asked questions about which roles were cut, the cost and structure of the new cabinet, whether additional administrative support would be added, and the impact at the school level. There were concerns about implementing pay increases amid budget reductions and perceptions of adding layers back to leadership. While some supported the superintendent's authority to structure her team, others expressed concern about timing and the optics of the change. Staff noted that overall, the reorganization is expected to result in cost savings.

Actions:

- Director Greene moved and Director Hollands seconded the motion to adopt Resolution 7099. The motion was put to a voice vote and passed. (Yes: 6, No: 1)

Brim-Edwards: No, DePass: Yes, Greene: Yes, Hollands: Yes, Splitt: Yes, Sullivan: Yes, Wang: Yes; Student Representative Kunsevi: Yes (unofficial)

Other Business

Time: 8:35 pm

Director Brim-Edwards stated she would submit comments for the record regarding the change in the modernization and then provided a statement regarding the change in the agenda item.

Adjourn

Adjourned at 8:38 pm

Written Update: Modernization Designs, Projected Cost Reductions, and Status Report on how the Designs Meet the Goals of Similar Features and Elements to Previous Modernizations and Education Specifications (Memo to the Board)

Written materials were provided on the topic.

Submitted by:

Kara Bradshaw
Executive Assistant/Board Clerk
Portland Public Schools

Statement for the Record

From Director Julia Brim-Edwards

Statement from Julia Brim-Edwards for the Record for the April 22, 2025 Portland Public School Board of Education Meeting.

To keep the community informed about the May Bond as well as the Board-directed cost reductions and potential funds available for elementary and middle school improvements and repairs, the Portland School Board adopted an amendment to Resolution No. 7067 which required regular, public updates to the Board about the bond's cost reduction efforts and specified that there "be time available for questions and discussion" at the March 18, April 8 and the April 22* Board meetings.

At the April 8th Board meeting, the staff memo updating the board on the cost reductions included this statement about the cost reduction efforts and what funds would be available for elementary and middle school improvements and critical repairs: "The current combined estimated total project cost ranges from \$1.348 billion to \$1.380 billion. Of this, \$406 million is funded through the 2020 General Obligation (GO) Bond. As a result, the remaining funding required for the projects is between \$942 million and \$974 million. The proposed 2025 GO Bond allocates \$1.150 billion for modernization projects, **leaving a balance of \$208 million to \$176 million for additional modernization initiatives.**" (staff put the text in bold). This was new and welcome information! From my perspective, it appeared that these additional funds could be added to the \$190M for improvements and repairs already allocated in the bond for a total of about \$400 Million. Given the 8-10 year timeframe for the bond, these added funds would enable the district to make many more improvements and repairs, including prioritizing seismic upgrades at elementary and middle schools at risk of collapse in an earthquake.

Following that meeting, on April 10 there was a scheduled meeting with the PPS Native Community and Superintendent where Native staff and families raised concerns and objected to the federally-funded Indian Education Program being erased from the revised design of the modernized Jefferson High School, its current home. Superintendent Armstrong suggested families and staff to come to the April 22nd Board meeting and raise their concerns with the Board.

In addition, families and parents of students in the unreinforced masonry schools at risk of collapse in an earthquake raised questions about the amount of funds and district plans to seismically retrofit for the 20+ schools built with unreinforced masonry given the additional funds that now appeared to be available in the April 8th meeting staff memo. During the bond planning last November, a staff memo indicated in a sample spending plan that there would only be approximately \$5-10M available to retrofit 1-2 schools from the \$190M allocation for repairs and improvements, a fraction of the schools needing seismic upgrades that would be in danger of collapsing during a significant earthquake. This is not a meaningful or enforceable commitment.

With new information about funds from the cost savings and questions about seismic prioritization, as well as the superintendent telling Indian Education families to come to the April 22nd Board meeting, the Resolution designating time for discussion and questions at the April 22nd Board meeting seemed the natural time to have a public discussion about those issues given the Board can only conduct its work or have discussions in public meetings.

The meeting agenda that was shared with the Board had an update on the May 2025 Bond as a discussion item. The day before the meeting, the Board received a notice that the Board was going to get a written report, which was fine given the Board-approved resolution still had the requirement that there be an opportunity for "discussion and questions" at the meeting.

It was disappointing then that the Chair moved to close the meeting and to bypass the Board resolution requirements. Board resolutions should be followed, agenda items shouldn't be unilaterally pulled, and public discussions should not be shut down. For that reason, I indicated that I would be submitting this statement for the record about the process and the issues that had been raised relating to the bond. School communities with modernizations, families with students in seismically unsafe schools and the Indian Parent Community were expecting the April 22nd meeting to be the place to understand and share information as it was the public meeting the Board and Superintendent had indicated would be the forum.

Public trust and credibility require conversations to happen at public meetings, and our community has the right to ask and understand what is in the bond package and how projects are going to be prioritized.

The Board and staff should not backburner concerns that have been raised, rather it should discuss, answer questions, and potentially take action on issues relating to the bond in its public meetings. The bond was referred in January, and we've already taken action twice since then to direct staff to make cost reductions in the three high school modernizations and to report back to the Board in public Board meetings.

The Board, acting in a public meeting can clarify, provide direction, and state its intentions and commitments so that the community is aware of what it is voting on with some degree of specificity. A statement or interpretation about the Bond by an individual board member, the Superintendent, or a staff member in private or to which the Board majority has not agreed has no authority; the majority of a Board acting in a public meeting is the mechanism by which the Board can make clear its intentions.

Given the missed opportunity on April 22nd, we should convene a Special Meeting or establish a May 6 meeting agenda item to provide further direction to the Superintendent to memorialize a commitment to prioritizing seismic upgrades in the bond, allocating funds for the purpose, and sharing a transparent process for the planning and prioritization of seismic upgrades. The Native community also deserves a commitment that they will be part of the process of identifying the new home for Indian Education.

*Originally the Resolution specified the April 15th meeting, but given there was not an April 15 meeting the Resolution was amended at the next board meeting with the April 22nd meeting date.

Resolutions As Adopted

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RESOLUTION No. 7094

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- April 08, 2025 – Regular Meeting

RESOLUTION No. 7095

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
4/10-4/13/25	Roosevelt HS Track, 2	Arcadia Invitational Meet	Arcadia High School, CA	\$894	100%
4/11-4/13/25	McDaniel HS Performing Arts, 34	Perform in national music festival	San Francisco, CA	\$790	\$
4/11-4/14/25	Lincoln HS Ethics, 5	National HS Ethics Bowl	University of NC	\$1700	N/A
4/15-4/20/25	Grant HS Robotics, 35	STEM/Robotics Competition	Houston, TX	\$1711	N/A
4/20-4/27/25	RHS CHS MHS Indigenous Alliance, 17	Increase post secondary exposure among historically underserved populations	New Mexico & Colorado	\$2608	\$70,000
4/24-4/26/25	Roosevelt HS Mass Comms, 27	National HS Journalism Conference	Seattle, WA	\$581	100%
4/24-4/26/25	Cleveland HS Journalism, 14	National HS Journalism Conference	Seattle, WA	\$350	N/A
4/25-4/30/25	Wells HS DECA, 16	International Career Development Conference	Orlando, FL	\$2500	N/A
6/21-6/28/25	Roosevelt HS Theater, 25	International Thespian Festival	University of Indiana	\$2260	\$2200 STEF

RESOLUTION No. 7096

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Ednetics, Inc.	4/23/25 through 4/23/26	Construction C 96393	2020 Bond Security Cameras & Intrusion Systems at 16 schools. Invitation to Bid – Construction 2025-003	\$1,307,348	D. Jung Fund 459 Dept. 5511 Project DS019	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
WW Grainger, Inc.	4/23/25 through 8/31/26 Option to renew for up to two additional two-year terms through 8/31/30	State of Oregon COA 96146	Purchase of Maintenance, Repair & Operations (MRO) supplies for as-needed District-wide use.	\$500,000	M. Morrison Funding Source Varies

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
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Florida Virtual School	7/1/25 through 6/30/27	Digital Resource DR 93563 Amendment 5	Digital curriculum for online schooling. This amendment extends the contract and adds funds for two additional years. Special Class Procurement – Software and Hardware Upgrades and/or Maintenance PPS-47-0288(11)	\$84,000 \$169,500	J. Buno Funding Source Varies	NA - Nonprofit
Teachers Curriculum Institute, Inc.	4/23/25 through 6/30/26	Digital Resource DR 93412 Amendment 2	2020 Bond – Curriculum for TCI Social Sciences, grades 6-12. This amendment extends the contract and adds funds for one additional year. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$579,200 \$1,418,780	K. Howard Funding Source Varies	No
Woodruff Business & Technology Law LLC	4/23/25 through 6/30/26	Legal Services LS 90059 Amendment 3	Ongoing legal services. This amendment extends the end date and adds funds for one additional year. Direct Negotiation – Legal Services PPS-46-0525(13)	\$50,000 \$190,000	L. Large Fund 101 Dept. 5460	No

RESOLUTION No. 7097

Revenue Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Portland General Electric	2/28/25 through 9/30/26	Revenue R 96398	Grant funding for purchase of at least two electric buses.	\$371,823	D. Jung

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

RESOLUTION NO. 7098

Oregon Department of Education Integrated Grant Application 2025-27 for School District No. 1J,
Multnomah County, Oregon

RECITALS

- A. Through *Integrated Guidance for Student Success*, the Oregon Department of Education has integrated nine initiatives. Six targeted programs include: High School Success, Student Investment Account, Early Indicator and Intervention Systems, Early Literacy Success, Career and Technical Education, and Federal School Improvement for Targeted/Comprehensive Supports. There are three embedded programs: Continuous Improvement Planning, Career Connected Learning, and Every Day Matters. Embedded programs are unfunded with requirements integrated in other initiatives.
- B. For PPS, these initiatives programs have common goals and elements that are strongly aligned with district strategies.
- C. Through a comprehensive and collaborative process, PPS has developed a plan that directly aligns to the stated purposes for the Integrated Grant funds.
- D. For 2025-26, Integrated Grant funds collectively represent \$63 million in state and federal funding for PPS; this is based on the preliminary allocation and includes charter school and community-based organization allocations.

Program	PPS Preliminary Allocation	
	2025-26	2026-27
High School Success (HSS)	\$13,162,644	\$13,699,894
Student Investment Account (SIA)	\$45,163,269	\$47,006,668
Early Literacy Success	\$3,131,583	\$3,259,403
Career Technical Education - Perkins V (CTE)	\$470,328	\$470,328
Federal School Improvement (FSI/CSI/TSI)	\$938,838	TBD
Early Indicators & Intervention Systems (EIS)	\$125,172	\$125,172
Total Allocation	\$62,991,834	\$64.6 million (estimate)

- E. The PPS Integrated Grant budget plan allocates pass-through Student Investment Account funds to charter schools and community-based organizations (CBOs). This plan allocates \$2.2 million to charter schools and CBOs for 2025-26. The allocation includes:
 - Funding based on a weighted Average Daily Membership (ADMw) to ensure the schools and organizations receive the SIA funds our district was allocated for our shared students.
 - An additional equity allocation based on the district's equity formula. The equity funding is designed to bolster support for historically underserved students.
- F. The district will provide targeted, periodic updates specific to this plan as required by the Oregon Department of Education's Integrated Grant Guidance.
- G. The Oregon Department of Education requires Board approval of the Integrated Grant Application.

RESOLUTION

- 1. BE IT RESOLVED that the Board of Directors approve the 2025-27 Integrated Grant Application that will be submitted to the Oregon Department of Education.

RESOLUTION No. 7099

Resolution to Add a Pay Grade to the Senior Leadership Salary Schedule

RECITALS

The District's current senior leadership salary schedule does not have a SL250 pay grade, and the Superintendent recommends adding a range SL250 of \$224,000 to \$239,000.

RESOLUTION

The PPS Board of Education approves adding an SL250 pay grade to the Senior Leadership Salary Schedule at a range of \$224,000 to \$239,000.

RESOLUTION No. 7106

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

No New Contracts

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
PowerSchool Group LLC	5/7/25 through 6/30/26	Digital Resource DR 93928 Amendment 2	License and subscription to student reporting platform. This amendment extends the agreement and adds funds for the 25/26 school year. Special Class Procurement – Software/Hardware Maintenance and/or Upgrades PPS-47-0288(11)	\$85,149 \$241,086	R. Adams Fund 101 Dept. 5439	No

RESOLUTION No. 7107

Revenue Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
The 21 st Century Partnership for STEM Education	1/1/25 through 12/31/29	Revenue R 96470	Grant funding to hire a Program Manager and fund extended hours for four PPS teachers to develop materials for grades 6-8 math standards-based grading.	\$218,817	K. Howard

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

RESOLUTION No. 7108

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
5/9-5/17/25	McDaniel HS, Science, 1	Student qualified for International Science Fair	Columbus, OH	\$2600	N/A
5/12-5/16/25	Sunnyside, SES, 59	Environmental science curriculum & community engagement	Catalina, CA	\$1250	N/A
5/12-5/16/25	Sunnyside, SES 68	Immersive outdoor education & marine science	Port Angeles, WA	\$750	N/A
5/27-5/29/25	Ockley Green Dancers, 19	Learn hip hop from the group that has a standing show in Las Vegas	Las Vegas, NV	\$619.08	N/A